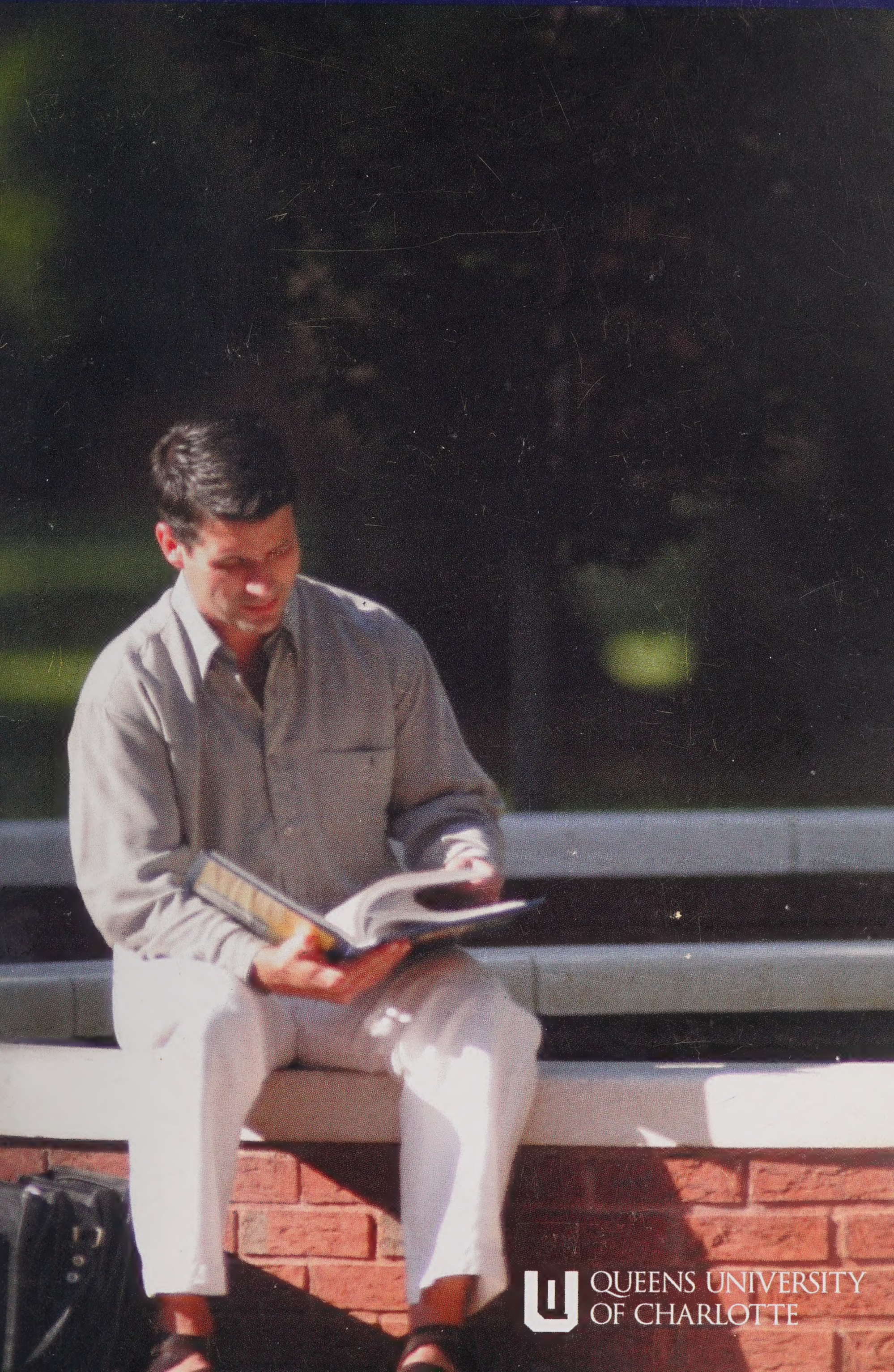
HAYWORTH COLLEGE ADULT AND GRADUATE PROGRAMS **2004-2005**



QUEENS UNIVERSITY
OF CHARLOTTE

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2004-2005 Catalog

Queens University of Charlotte adheres to the principle that all shall have equal opportunity and access to its educational facilities, activities and employment. Queens University of Charlotte does not discriminate on the basis of race, sex, creed, age, ethnic or national origin, or handicap in the administration of its educational policies, admissions policies, scholarship or loan programs, and athletic and other university administered programs.

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QUEENS UNIVERSITY OF CHARLOTTE

2004-2005 Catalog

UNDERGRADUATE PROGRAMS

Associate of Science (AS)
- Nursing

Bachelor of Arts Degree (BA)
- American Studies
- Business Administration
- Elementary Education
- English
- Human & Community Services
- Information Systems
- Organizational Communication
- Psychology
- Radiologic Technology

Bachelor of Science in Nursing Degree (BSN)
- Nursing

GRADUATE PROGRAMS

Education
- Master of Arts in Teaching (MAT)
- Master of Education (MEd)
- Post baccalaureate Teacher Licensure

Nursing
- Master of Science in Nursing (MSN)
- Nursing Management Certificate

Organizational Communication
- Master of Arts in Organizational Communication (MA)

Low Residency Creative Writing Program
- Master of Fine Arts in Creative Writing (MFA)

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Hayworth College operates under a trimester calendar. The academic year includes two 14-week terms and a 13-week summer term. The College of Arts and Sciences (CAS) operates on a different calendar, which can be found in that Catalog.

UNDERGRADUATE CLASSES		**GRADUATE CLASSES**	
FALL TERM (Fall '04)	**Day Classes (M-F before 5pm)**	**Evening & Weekend Classes**	**All Graduate Classes**
Classes Begin	Wed. Aug. 25	Tues. Sept. 7	Tues. Sept. 7
Last day to add a class	Tues. Sept. 2	Tues. Sept. 14	Tues. Sept. 14
Last day to drop a class	Wed. Sept. 1	Tues. Sept. 21	Tues. Sept. 21
Last day to Withdraw from a course or change PN to a grade	Wed. Oct. 20	Wed. Oct. 20	Wed. Oct. 20
Labor Day Holiday	Mon. Sept. 6	N/A	N/A
Fall Convocation	Tues. Sept.21	N/A	N/A
Fall Holliday	Oct. 14-15	N/A	N/A
Thanksgiving Break	Nov. 22-27	Nov. 22-27	Nov. 22-27
Classes Resume	Mon. Nov. 29	Mon. Nov. 29	Mon. Nov. 29
Last Class	Thurs. Dec. 9	Mon. Dec. 13	Mon. Dec. 13
Examination Period	Dec. 11-17	Dec. 14-20	Dec. 14-20

SPRING TERM (Spring '05)	**Day Classes (M-F before 5pm)**	**Evening & Weekend Classes**	**All Graduate Classes**
Classes Begin	Mon. Jan. 10	Mon. Jan. 10	Mon. Jan. 10
Last day to add a class	Tues. Jan. 18	Tues. Jan. 18	Tues. Jan. 18
Last day to drop a class	Tues. Jan. 18	Tues. Jan. 18	Tues. Jan. 18
Last day to Withdraw from a course or change PN to a grade	Tues. March 8	Tues. March 8	Tues. March 8
Martin Luther King Holiday	Mon. Jan 17	Mon. Jan 17	Mon. Jan 17
Spring Break	March 14-19	March 14-19	March 14-19
Classes Resume	Mon. March 21	Mon. March 21	Mon. March 21
Easter Holidays	March 25	March 25-26	March25-26
CAS Awards Convocation	Tues. April 19	N/A	N/A
Last Class	Mon. April 25	Mon. April 25	Mon. April 25
Examination Period	April 27-May 3	April 19-25	April 19-25
Hayworth College Awards Ceremony	N/A	Thurs. May 5	Thurs. May 5
Baccalaureate	Fri. May 6	Fri. May 6	Fri. May 6
Commencement Graduate	N/A	N/A	Fri. May 6
Commencement Undergraduate	Sat. May 7	Sat. May 7	N/A

SUMMER TERM (Summer '05)	**Day Classes (M-F before 5 pm)**	**Evening & Weekend Classes**	**All Graduate Classes**
Classes Begin	N/A	Wed. May 18	Wed. May 18
Drop/Add Ends	N/A	Add/5-25 Drop / 6-01	Add/5-23 Drop / 5-30
Last day to Withdraw from a course or change PN to a grade	N/A	Fri. July 1	Fri. July 1
Classes End	N/A	Tues. Aug. 9	Thurs. Aug. 11
Fourth of July Holiday	N/A	Mon. July 4	Mon. .July 4
Examination Period	N/A	Aug. 10-16	Aug. 12-13 - 7

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Queens University of Charlotte

Queens University of Charlotte is a diversified, co-educational, private, student-centered liberal arts university affiliated with the Presbyterian Church. There are three units of the University which serve the diverse needs of a variety of students. The College of Arts and Sciences offers traditional liberal arts majors, a unique interdisciplinary core program, an international experience, and career preparation through a required internship for a residential student body which is largely drawn from the eastern seaboard. The Hayworth College offers undergraduate and graduate courses of study to a primarily adult student body drawn from the Charlotte area. The McColl School of Business offers business programs in both undergraduate colleges as well as graduate business programs (MBA and EMBA). In all of its educational programs, Queens emphasizes active learning, close student-teacher relationships, and connection between the work of the classroom and the world of work, using the greater Charlotte area for experiential learning.

The College of Arts and Sciences operates under the semester system; Hayworth College and the McColl School of Business operate on a trimester system. This Catalog describes the programs of Hayworth College. Separate Catalogs describe the College of Arts and Sciences and the McColl School of Business programs.

Accreditation

Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award the following degrees:

- Associate in Science
- Bachelor of Arts
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Nursing
- Master of Arts
- Master of Arts in Teaching
- Master of Business Administration
- Master of Education
- Master of Fine Arts
- Master of Science in Nursing

The National Association of Schools of Music and the National Association of Music Therapy have accredited the University's programs in music. The National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education program. The nursing program is approved by the North Carolina State Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). Queens is also approved for veteran education.

The business programs in the McColl School of Business are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Mission Statement

Queens University of Charlotte, private and Presbyterian, educates students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens seeks national preeminence as a student-centered university that enhances the traditional liberal arts with career preparation to provide an education that is both intellectually challenging and practical.

To fulfill its mission, Queens provides its students with opportunities to develop:

- a personal philosophy of life reflecting high ethical standards and spiritual values, commitment to service, and a recognition of the intrinsic worth of all individuals.
- an ability to think clearly and independently, to make critical judgements in a variety of changing contexts, and to communicate effectively in writing and speaking.
- a basic knowledge of the academic disciplines and their interrelationships, and a special competence in one or more areas of study in preparation for professional activity or graduate study.
- appropriate knowledge and abilities to work creatively with others, to adapt to change, and to be responsible citizens and leaders in their communities.
- an understanding and appreciation of culture, including an informed respect for the differences among cultures, and an understanding of the global nature of our society.

History of Queens

Queens University of Charlotte was founded in 1857 as the Charlotte Female Institute, located at College and 9th Streets near the center of the city. From 1891-1896, it was called the Seminary for Girls. In 1896, the Concord and Mecklenburg Presbyteries chartered the Presbyterian Female College.The Seminary for Girls merged with this new college. In 1912, anticipating the move to the present campus in the Myers Park residential area, it became Queens College.

The name Queens College was adopted for three reasons: in response to the request of the Alumnae Association to disarm prejudice, in deference to other Presbyterian colleges which claimed an equal right to the denominational name, and in commemoration of Queen's Museum, a classical school established in Charlotte in 1771 and so-called in honor of the British Queen, Charlotte of Mecklenburg.

Although Queens College was endorsed by the General Assembly of the Colony of North Carolina, King George III revoked the charter in 1772, doubting the wisdom of creating a Scots-Irish Presbyterian institution that could perpetuate anti-royalist views in the colony. The Trustees continued to apply for a charter and operated the school under the unusual name of Queen's Museum. During the Revolution, the Trustees sympathized with the colonial cause and many future leaders, including General William Lee Davidson, General Joseph Graham, General William R. Davie, and Andrew Jackson were educated there. When independence was declared, the school became known as Liberty Hall Academy. It closed in 1784, shortly after moving to Salisbury.

In 1821 the Male and Female Academy Corporation was chartered to operate the two institutions to educate men and women. The Charlotte Female Academy is a predecessor of the Charlotte Female Institute. In 1851 sessions were suspended due to an epidemic in Charlotte and a fire that decimated the school building. It took six years to re-establish a school for women in Charlotte.

By 1857, the Trustees of Charlotte Female Institute organized a stock company, erected a building on College and 9th Streets, and recruited Rev. Robert Burwell and his wife, Margaret Anne, to head the Institution. The Burwells ran the Charlotte Female Institute until 1872, when Rev. Burwell left to head Peace Institute. Dr. William Atkinson headed the school from 1878-1891. In 1891, Dr. Atkinson left the Charlotte Female Institute to found the Presbyterian College for Women in Columbia SC, located on the grounds of the Hampton Preston Mansion.

Miss Elizabeth Webb Long [Lily Long] re-organized the school under the name Seminary for Girls and kept the institution open during these difficult times. In 1896, when the Concord and Mecklenburg Presbyteries chartered the Presbyterian College for Women, the Seminary for Girls merged with Presbyterian College; Miss Long served as the president from 1896-1899. She was Lady Principal until her retirement in 1910.

In 1930, Queens became related to the Presbyterian Synod of South Carolina through a merger with Chicora College [formerly Dr. Atkinson's Presbyterian College for Women, Columbia] in Columbia, S.C. The motto from Chicora College, *Non ministrari sed ministrare* - "Not to be served but to serve" - replaced the Queens College motto [used 1903-1930] - *Nisi Dominus frustra* -"Unless the Lord is with us, our efforts are in vain."

With the creation of the Synod of the Southeast in 1973, Queens' official church relationship was extended to include Presbyterians in Georgia as well as those in the Carolinas. Subsequent restructuring of the Presbyterian Church has given Queens ties to both the South Atlantic and the Mid-Atlantic synods.

In the aftermath of World War II, Queens admitted its first male students in a non-residential status. In addition, a co-educational Evening College was established in the 1948 that provided instruction for adults. It is the forerunner of the New College, which was inaugurated in 1979 as an undergraduate evening program designed for working adults. In 1995, it was renamed the Pauline Lewis Hayworth College.

In 1979, the traditional undergraduate liberal arts college at Queens was renamed the College of Arts and Sciences (CAS). It began admitting resident males in 1987 when Queens went co-ed. In 1989, CAS adopted the innovative Foundations of Liberal Learning program, which is now known as the Core Program in Liberal Arts.

The International Experience Program, now known as the John Belk International Program, was established in 1989. The goal of the John Belk International Program is to encourage students to broaden their perspective through study abroad. Juniors and Seniors participate in a variety of study programs from three- and four-week study tours in different countries, four- and five-week language programs, a special month-long environmental studies program in Yap in Micronesia, to summer-long foreign internships, and semester-long study abroad exchanges in Hong Kong and Ireland.

The Hugh L. McColl Jr. School of Business was established in 1993 to unify and strengthen the college's programs in accounting and business administration. In 1996, the Internship and Career Development Program, now nationally recognized, began requiring a minimum of six credit hours for all students enrolled in the College of Arts and Sciences.

In the summer of 2001, Queens leased space on the upper level of Morrison Hall to provide Charlotte with an extension campus for Union Theological Seminary and Presbyterian School of Christian Education. Based in Richmond, Va., Union-PSCE is a theological institution of the Presbyterian Church (U.S.A.). It prepares men and women for ministry as pastors, Christian educators, chaplains, missionaries, and in many other roles. The first class, named the 'Genesis Class,' began in February 2002.

Queens' first master's degree program, the Master of Business Administration, began in 1980. Since then, Queens has added the Master of Education (1983); the Master of Arts in Teaching (1992); the Master of Science in Nursing (1998) the Master of Arts in Organizational Communication (1999); and the Low-Residency Master of Fine Arts in Creative Writing (2001). With the additional master's degree programs, Queens realized a university level rank in the Carnegie Foundation for the Advancement of Teaching and the U.S. News & World Report.

Because of these rankings, and after intensive study, discussion and market research, the Board of Trustees voted in the Spring of 2002 to recognize Queens' university status and, consequently, to change the institutional name from 'Queens College of Charlotte' to 'Queens University of Charlotte.' This act officially changed the status of Queens on June 1, 2002, to reflect the true nature of the institution as a university. At the same time, we maintain the rich history of the institution in the Charlotte-Mecklenburg community by retaining the name Queens.

Hayworth College

Within the overall purpose of Queens University of Charlotte, the goals of Hayworth College are to provide undergraduate and graduate education within a liberal arts framework, and opportunities for continuing education to non-traditional students in the Charlotte community.

Undergraduate Programs

Hayworth College offers evening and weekend classes leading to the AS in Nursing and the Bachelor of Arts degree with majors in American studies, business administration, elementary education, information systems, English, human and community services, organizational communication, psychology, and radiologic technology; and to the Bachelor of Science in Nursing degree. Classes meet one evening each week or on weekends, with the exception of nursing classes which meet primarily during the day.

Graduate Programs

Graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship. Graduate Programs in Hayworth College lead to the Master of Arts Degree in Organizational Communication, the Master of Arts in Teaching in Elementary Education, the Master of Education in Literacy, post-baccalaureate teacher certification, and the Master of Science in Nursing.

The Campus

Queens University of Charlotte is located on a wooded campus in the Myers Park area of Charlotte. Its Georgian buildings, many of them constructed in 1914 when the University was moved to this site, have been extensively remodeled. The architectural motif of red brick with white trim has been incorporated in the more modern buildings.

Principal buildings include the following:
Burwell Hall (1914), the focal point of the campus, faces Selwyn Avenue. In addition to the admissions and administrative offices, the building houses the McInnes Parlors which provide a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, was a teacher and principal.

Belk Chapel (1950), was a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39-rank organ and seats 750. It is used for chapel and for other religious services and meetings. The Belk families have been loyal and generous supporters of the University.

Trexler Student Center (1993), honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the University, the Trexler Center is located at the geographic center of the campus. It offers a living room, the Queens bookstore, the Jazzman's Café and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Center with Student Activities offices and the copy/mail center on the lower level of Morrison Hall.

Morrison Hall (1927) has three levels. The lower level includes the service center, student activities offices and a ceramics studio. The Frances Thompson Young Dining Hall, which was completely renovated in 1999, is located on the second level. The Charlotte extension of Union Theological Seminary and Presbyterian School of Christian Education is located on the upper level of Morrison Hall.

E.H. Little Fine Arts Center (1966), contains the Charles A. Dana Auditorium, which seats 1,000 for concerts, recitals, plays and lectures. The center also contains the Suzanne Trezevant Little Recital Hall, an exhibition gallery, studios, practice rooms, classrooms for music and drama and music offices that include a library of music, miniature scores and recordings. Major donors of this facility were prominent philanthropists E.H. Little and Charles A. Dana.

Jernigan Building (1914), houses classrooms, the Business Office, the Registrar's Office, Student Financial Services Office, the student bank and the Office of Student Development. Dr. Charlton Coney Jernigan was president of Queens from1951-53.

John H. Sykes Learning Center (2000), is named in honor of Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor of the University. The building is home to the McColl School of Business and is used by the entire campus for classroom, meeting and event space. The building contains the 214-seat Accenture Auditorium, 8 classrooms, 8 meeting rooms, 8 faculty offices and a student lounge.

Dana Building (1961), honors Charles A. Dana, a generous benefactor of Queens University of Charlotte. The Dana Building contains classrooms, the DeWitt Computer Classroom and faculty offices.

McEwen Hall (1914), was renovated in 1989. The building, named for the late Dr. Mildred Morse McEwen, alumna and professor emeritus of chemistry, includes classrooms, faculty offices, and the John Belk International Program Office.

Ovens Athletic Center (1954), includes a large gymnasium, classrooms, a dance studio, a weight room and a swimming pool. Extensive renovation and remodeling took place in 1989 with the expansion of Queens' athletic programs. David Ovens, business executive and merchant, was a Queens trustee and benefactor.

Walker Science Building (1966), contains laboratories, classrooms, faculty offices and research facilities for biology, chemistry, physics and mathematics. It also houses Queens' Computing Services Center. The building was named for Dr. Edwin R. Walker, a former president of the University.

Watkins Hall (1914), houses the art department and exhibition galleries. It is named for Miss Mildred C. Watkins, member of the faculty from 1895-1909.

Student Health & Wellness Center (1958), provides seven hospital beds and rooms for consultations and treatment. It was a gift of Thomas M. Belk and his wife, Katherine McKay Belk, honoring Dr. John R. Irwin, Dr. Henderson Irwin and Dr. Hamilton W. McKay.

Residence Halls

Albright Residence Hall (1964) is named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queens.

The William H. Barnhardt Center (1965), a residence hall facility, honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University, was a member of the Board of Trustees.

Belk Residence Hall (1954) honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The hall was a gift to Queens from Mrs. Belk's sons and daughter.

Hayes Residence Hall (1914) is named for Queens alumna and Board Trustee Mariam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, who served the University for half a century and was president from 1891-1899.

South Residence Hall (2001) is Queens' newest and largest residence hall. The Queens Fitness Center is located on the lower level of South and includes 8,000 square feet of state-of-the-art cardiovascular and strength training equipment and a 2,500 square foot aerobics/dance studio.

Wallace Residence Hall (1962) honors Mr. and Mrs. J.M. Wallace and family. Mrs. Wallace was an alumna, and J. Mason Wallace Jr. was a trustee. The Common Grounds Coffeehouse is located on the first floor of Wallace and is a student-run coffeehouse that serves up a variety of specialty drinks for college budget prices.

Other buildings immediately adjacent to the campus include Harris House, the home of Continuing Education, and Withers House.

Other buildings on the campus are named for Dr. Elizabeth H. Blair, former dean of instruction; Mr. and Mrs. W. Z. Stultz, donors; and Miss Laura A. Tillett, professor emeritus of English. These buildings are used for administrative and instructional purposes.

Library

Everett Library (1960), located at the center of the campus, was built through the generosity of Herschel Hill Everett, chairman of the Board of Trustees from 1952-67, and his wife, Cornelia Nisbett Everett. A new Georgian-style façade was constructed in 2000, thanks to a gift from Mr. John H. Sykes, a member of the Board of Trustees, and named for his wife, Susan W. Sykes.

The library collection - the core of the academic community - is designed to support all programs of the university. More than 140,000 books and bound periodicals are available in open stacks for student use.

In addition, the library currently subscribes to over 600 periodicals in print and several thousand full-text periodicals available electronically through the library's participation in NC-Live database program. Everett Library also subscribes to individual electronic databases increasingly every year. The library maintains an active periodical microfiche collection, with related equipment donated by Friends of the Library.

The book collection, which grows at a rate of 2,000 volumes a year, receives additional support from endowments, such as the one established by the Friends of the Library. The library's online SIRSI catalog and NC-Live databases are available through the campus network. The library offers additional services such as bibliographic instruction, academic reserves, interlibrary loan, reference assistance, Internet access, wordprocessing equipment and free printing for Queens students, faculty and staff. Alumni, Friends of the Library, Union-PSCE students and ministers of the supporting presbyteries have access to selected library services.

A satellite campus of the **Union Theological Seminary and Presbyterian School of Christian Education** was established at Queens University of Charlotte in 2001. Everett Library supports these students with over 5,000 books, periodicals and electronic databases. This collection is located on the second floor of the library. The second floor **Special Collections Room**, named for Queens' first librarian, Rena Harrell, houses Charlotte imprints, books on the history of Mecklenburg County and North Carolina author titles.

On the lower level is the **Curriculum Resource Center**, which houses the Education Division's collection of state-adopted textbooks and other materials for classroom use. Also located on the lower level is the **Archives Center** established to preserve materials relating to the history of Queens University of Charlotte. A reading room for patrons to do historical research is available by appointment.

Everett Library has been enriched by its Friends of the Library organization. Founded in 1971, this community group hosts an annual "book-and-author" event; contributes significantly to the interior decor of the building; funds the popular Browsing Collection; and several members volunteer their time for a variety of special library projects.

Student Services

Athletic Facilities McColl School students with student ID's may use the swimming pool and tennis courts. Open hours for pool use are posted each semester. Tennis court access cards are available from the physical education office during fall and spring terms only. A deposit is required. For more information, contact the physical education office.

Campus Police The Campus Police Department was established to maintain a safe environment for the University community. Officers with the department are commissioned Campus Police Officers by the Attorney General of North Carolina and have full police powers on campus. Officers patrol the campus 24 hours a day and are on duty year round, including holidays. The Chief of Campus Police not only has responsibilities for police and security functions, but also enforces all safety and fire regulations on campus.

Career Development Center The Center for Career Development provides various personal and group services to Queens students and to members of the community. The center offers individual and group career management services as well as job search consultations. Students are encouraged to use the Career Resource Center which includes information about careers and graduate/professional schools, as well as employment listings for full-time and part-time jobs. Private appointments are available. Queens' Center for Career Development is located in the Blair House.

Counseling Services Queens has professional counselors on staff in the Health Center who are available for appointment by calling 704 337-2220. All counseling services are confidential. Hayworth College students may make an appointment for information and/or referral to off-campus counseling services. There is no charge for this appointment. The cost of any off-campus therapy to which a student is referred is the responsibility of the individual student.

Disability Services Queens University of Charlotte provides assistance for students with disabilities based on documentation of the disability and determination of reasonable accommodations.

Queens is committed to providing reasonable accommodations for all students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 in a timely and appropriate manner.

Students requesting modifications in university courses, programs, services, housing, or activities are responsible for providing appropriate documentation of their disability to the Admissions Office. All documentation provided is kept confidential and is referred to the Disabilities Coordinator office in McEwen 111. For additional information, please contact the Admissions Office at 704 337-2212.

Emergency Telephones Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police at 704 337-2306.

Escorts Persons may call 704 337-2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

Health Services The Health & Wellness Center is available to care for the routine medical needs of students. All resident students must have a health form on file. All commuters who plan to use the health services also must have a health form completed by their physician and on file in the Health & Wellness Center. The staff may be unable to treat a student who does not have a health form on file. Hayworth and McColl students may receive tetanus immunizations at the Health & Wellness Center for a nominal charge.

Jazzman's Café is located in the newly renovated Trexler Student Center and features Seattle's Best Coffee, smoothies, gourmet sandwiches, salads, soups, homemade muffins and pastries. You can use your Club Account to purchase items here. Hours of operation are 8am to 9pm Monday through Friday, 9am to 1pm on Saturday and closed on Sunday.

Service Center A full-service Service Center is located on the lower level of Morrison Hall, and is run through a partnership with Archer Management Services. The Mail Center handles all inter-campus mail, US Postal, Fed-ex and UPS. The Copy Center can do both color and black & white copying, as well as folding and binding. The Service Center will sell a full range of office and shipping supplies. Hours of operation are from 8:30am - 6:30pm.

Parking Permits A student parking permit for Hayworth students is available in the Office of Hayworth Academic Affairs located in Burwell Hall. The permit allows the student to park in assigned lots and unrestricted zones during times indicated in the Queens University of Charlotte Rules and Regulations Handbook. Cars parked on campus without permits will be ticketed.

Student Government Association (SGA) The Hayworth College SGA, organized in 1981, is the formal means of student involvement in the operations and activities of Hayworth College. Representatives are elected each fall by the student body and serve as liaisons between students, faculty and administration. Officers of the SGA may be asked to serve on Hayworth College Judicial Committees.

Student Identification Cards Student ID cards are recommended for all Queens University of Charlotte students, including McColl and Hayworth College students. The Queens Service Center on the lower level of Morrison Hall provides picture ID cards free for adult students. An ID card is valid for the academic year. ID cards are required to check out books in the Library and to use the Dickson Microcomputer Lab after hours.

Student Store The Queens Student Store, located in Trexler Student Center, sells textbooks, academic supplies, clothing, beverages, and snack foods.

Tutoring Center The Tutoring Center is located on the first floor of McEwen Building. Assistance is available with both writing and mathematics, and other courses as available. Evening appointments are available. There is no charge for the tutoring center services.

Trexler Student Center The Trexler Student Center, which adjoins Morrison Dining Hall, offers a living room, the Queens bookstore, Jazzman's Café and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Center with Student Activities offices and the Service Center on the lower level of Morrison Hall.

Young Dining Room is located in Morrison Hall. Residential students have a choice of a 19, 14 or 10 meal plan. Commuter students may purchase one of these meal plans, or any combination of breakfast, lunch or dinner in 10, 20 or 30 meal increments. All students can purchase a Club Account, which can be used in the Young Dining Room, Jazzman's Café or the Queens Student Store. For more information on dining options call 704 337-2409.

Information Technology Services

Information Technology Services for both academic and administrative users is coordinated by the staff of the Queens IT Services Department, which is located in the lower level of Walker Science Building. IT Services houses and maintains file & print servers, application servers and other network hardware and software to support the academic and administrative mission of the University. Services such as e-mail, internet access and computer hardware and software components are among the many supported by this department. The campus network environment is comprised of a switched fiber-optic backbone which feeds LAN switches in each building. Multiple T-1 lines provide connectivity to the global Internet. Networked computing capabilities are provided to classrooms, dorms and administrative offices including the University's library and Telecounseling Center.

Faculty members, administrators and staff are supplied with computers running software appropriate to their needs. Some applications are run locally while others are accessed through the campus network. Students may receive free Queens Email accounts through the IT Services Department. Open use student access to computing resources is provided through the facilities below:

Dickson Lab (19 Workstations)
Hardware
Pentium IV, 1.8 GHz
256 MB RAM
20 GB Hard Drive
17" Monitor
HP Networked Laser Printer
Scanner Available
Basic Software Includes
Windows 2000 O/S with Internet Explorer Browser
MS Office 2000 Premium
MS Visual Basic w. MSDN Library
Additional Class Specific Software

Residence Hall Labs (26 Workstations)
Hardware
Pentium III, 500 MHz
128 MB RAM
10 GB Hard Drive
17" Monitor
Local Printers Available
Basic Software Includes
Windows 2000 O/S with Internet Explorer Browser
MS Office 2000 Premium

Library Public Workstations (10 Workstations)
Hardware
Pentium IV, 1.6 GHz
256 MB RAM
20 GB Hard Drive
17" Flat Panel Monitor
HP Networked Laser Printer
Scanner Available
Basic Software Includes
Windows 2000 O/S with Internet Explorer Browser
MS Office 2000 Premium
Additional Library/Class Specific Software

Everett Language Lab (12 Workstations)
Hardware
Pentium III, 450 MHz
128 MB RAM
10 GB Hard Drive
17" Monitor
HP Networked Laser Printer
Basic Software Includes
Windows 98 O/S with Internet Explorer Browser
MS Office 2000 Premium

There are additional discipline-specific labs available on campus also. Among these are the Learning Center, the Psychology Lab, Education Department iMac Lab and the DeWitt Computer Teaching Classroom.

Everett Library is wired throughout so students with Ethernet-enabled laptops can connect to the Internet from a variety of locations. All residence halls are also fully wired, enabling resident students who request it to have Internet access from within their room.

Student Records

Public Records (Directory Information) The following information on individual students is considered Directory Information and is public: full name, local address, home address, telephone number, date of birth, major field of study, dates of attendance at Queens University of Charlotte, class year, degrees, honors and awards received, participation in officially recognized college activities and student organizations, parents' names, class schedules, and religious affiliation. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

Directory Hold Students who do not wish this information made public may inform the Registrar's Office, requesting a "Directory Hold" in writing, within 10 days after registration each term. The Registrar will notify other college offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO, and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores, and other academic work.

Official Records Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University.

Official records do not include the following: transcripts from other colleges or universities, letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for five years after the student leaves the University. Only the transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The permanent academic record (transcript) will not be allowed outside the Registrar's Office. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to college officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information. Documents retained from other institutions are the property of Queens and will not be released to the student.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading, or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material.

Records of Progress The University maintains records of progress on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled academic term.

Record of Immunization Students enrolled in more than four credit hours and who are taking any classes which begin before 4 p.m. Monday through Friday, are required to provide valid documentation of immunizations to be compliant with North Carolina state law. Forms for this purpose are available from and are kept on file in the Student Health & Wellness Center.

STUDENT AGE, VACCINES, AND DOSE REQUIREMENTS

Students 17 years of age and younger

DTP or Td[1]	Polio	Measles[2]	Mumps[4]	Rubella[4]
3	3	2	1	1

Students born in 1957 or later and 18 years of age or older

DTP or Td[1]	Polio	Measles[3]	Mumps[4]	Rubella[4]
3	3	2	1	1

Students born before 1957

DTP or Td	Polio	Measles	Mumps	Rubella
3	0	0	0	1

Students 50 years of age and older

DTP or Td	Polio	Measles	Mumps	Rubella
3	0	0	0	0

1. DTP (Diphtheria, Tetanus, Pertussis), Td(Tetanus, Diphtheria): One Td booster dose within the last 10 years.
2. Measles: one dose on or after 12 months of age; second at least 30 days later.
3. Two Measles doses if entering college for the first time after July 1, 1994.
4. One dose on or after 12 months of age

Tuition and Fees

HAYWORTH COLLEGE

While the Board of Trustees reserves the right to adjust the fee schedule at Queens at any time, the following basic fees have been established for 2004-2005.

TUITION	**PER CREDIT HR**
Undergraduate Courses	
All Courses 000-499	$270.00
EDUC 000-497	$245.00
EDUC 499	$150.00
Graduate Courses	
EDUC 500-699	$245.00
EDUC 498	$150.00
EDUC 499	$150.00
NURS 500-699	$280.00
OCOMM 500-699	$450.00

Residence Halls Hayworth students wishing to live in the residence halls must obtain permission from the Director of Residence Life. All residents wil be charged the College of Arts and Sciences full-time tuition rate and the University's room and board rate. Students residing in the residence halls are required to participate in one of the meal plans offered by Sodexho.

Audited courses Tuition charges are determined by the total number of courses taken and/or audited.

FEES (NON-REFUNDABLE)	
Application fee	$40.00
Late payment fee	$30.00
Transcript fee, expedited service	$15.00

Course and Lab Fees Specific course and lab fees are listed with the course descriptions in this Catalog. Students pay these fees in addition to the appropriate tuition for the courses. Approximate fees per course are as follows:

Accompanying music fees (range)	$25-75.00
Applied music fees (range)	$100-250.00
Nursing liability fees	$10.00
Science lab fees	$50.00
Student teaching fee	$25.00
Professional Golf Management fees	$750.00 ($375.00 non-refundable)

PAYMENT REGULATIONS

Upon signing the registration form, the applicant accepts as binding all fees and regulations set forth in the Catalog:

1. Tuition and fees, less financial assistance awarded, are due and payable 5 days after the last day of the drop period. Payments are accepted via check, cash, MasterCard, or Visa.
2. Credits for most scholarships and financial assistance are divided equally between the fall and spring terms.

3. Overpayments created by financial assistance will only be refunded to the student and/or parent after charges have been paid in full.
4. Students who do not wish to pay in full at the beginning of each term may be interested in the following programs offered by Queens University of Charlotte.
   (a) **Installment plan** Payment for fall term may be made in three equal installments with the first payment due September 25th, and then by the 25th of October and November. Payment for spring term may be made in three equal installments, with the first payment due January 25th and then by the 25th of February and March. Summer term payments may be made in three installments with the first payment due May 25th and then by the 25th of June and July. An enrollment fee of $50 is incurred each term tuition is deferred under this plan. A late-payment penalty is incurred if an installment is not paid by the due date. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University. Credit card payments may be made either by call ing the Business Office each month or submitting a credit card authorization form monthly. Credit cards will not be automatically processed monthly.

   (b) **Unsecured educational loans** There are a variety of student and parent loans available. For information, contact the Office of Student Financial Services at 704 337-2225. For students who have applied for a student loan, but the loan has not been approved (guaranteed) by the lender, Queens University of Charlotte requires a payment equaling 1/3 of their tuition and fees, less any other scholarships and financial assistance, payable 5 days after the last day of the drop period. Credit balances created by loan funds being posted to the student's account will be issued (via check) to the student no later than 14 days after the University receives the money from the lender.

   (c) **Tuition Deferment Plan** The Tuition Deferment Plan (TDP) is a deferment plan available to students whose employer will reimburse them for tuition at the end of a term. Under this plan, tuition for fall 2004 term is due by January 28,2005, spring 2005 term by June 15, 2005, and summer 2005 term by September 30, 2005. Students wishing to apply for this plan must submit the TDP application form to the Business Office as soon as possible, but no later than four weeks into the term. These forms are available in the Business Office. A deferment fee, payable upon registration, is incurred each term tuition is deferred under this plan - $60 for the first course and $30 for each additional course. A late-payment penalty is incurred if a payment is not made by the due date. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University.
5. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.
6. Participation in graduation and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full.

7. A refund of tuition will be issued to students only for a class that is officially Dropped during the first 10 class days of the term. For further information about the procedure to Drop a class, see Academic Regulations.
8. Failure to pay by the due date and/or failure to adhere to the terms of the University's payment plans will result in the monthly late fee of $30.00 per month until the balance has been paid in full. If a delinquent account is referred to a collection agency or attorney, the student agrees that the student will be liable for all attorney fees, court costs and collection fees as allowed by law. The student is responsible for all charges assessed against the student regardless of any arrangements or agreement made with other parties.

Withdrawal and Financial Obligations

The policies and procedures below apply to Hayworth College graduate and undergraduate courses. Students who dual enroll in the College of Arts and Sciences must follow that college's schedule, calendar, and financial policies and procedures. Additional information is available in the Business Office.

DROPPING A COURSE

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. To drop or add a Hayworth College course the student must contact the Hayworth College Office or Registrar's Office and complete the appropriate form. After the Drop/Add period has ended, a student leaving a class must formally withdraw from the course in order to receive a status of "W."

WITHDRAWAL FROM A COURSE

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours.

WITHDRAWAL FROM ALL CLASSES/FROM THE UNIVERSITY

Withdrawal-Academic Ineligibility A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Withdrawal-Illness Students who withdraw from all classes during the term as a result of illness will have tuition prorated as of the date of withdrawal, provided the physician recommends withdrawal in a letter to the Registrar's Office.

Withdrawal - Other Reasons Students who withdraw from the University or drop all courses within the first 60% of the term, effectively leaving the University, will have tuition prorated. Withdrawals after this period will not have tuition adjusted.

Exceptions Students who feel that individual circumstances warrant exceptions to this policy may appeal to the Financial Policies Committee, provided such appeal is made in writing to the Director of Accounting before the end of the term for which the proration is requested.

Withdrawal Involving Financial Assistance If the University determines that a student who is a recipient of financial assistance is due a refund of tuition, all or a portion of a student's assistance will be reversed or returned to the originating source (i.e. a Federal program or loan provider, the state of North Carolina, or an outside scholarship from a school or organization).

The amount to be returned will be determined according to the formula established by federal law. In accordance with federal regulations, Queens will reverse financial assistance on a student's account in the following order:

1) Federal Education Loan Programs (including Stafford, Plus and Perkins loans)
2) Federal Pell Grants
3) Federal SEOG Awards
4) Other Title IV Programs
5) North Carolina Programs
   Note: In order for a student to keep any portion of the North Carolina Legislative Tuition Grant, the student must have been enrolled full-time as of October 1 or the tenth class day of the spring term.
6) Queens University of Charlotte Programs
7) Outside Scholarships

A detailed worksheet of the refund, available in the Office of Student Financial Services, is provided to students upon request.

Financial Aid

As a private institution that places the quality of the educational experience above other considerations, Queens realizes that the cost of attending college is a matter of overriding importance for many families. Applicants should not hesitate to apply for financial assistance. Queens will attempt to meet the financial need of applicants and welcomes the opportunity to work with students. Although most awards are based on financial need, some aid is based on the academic and leadership abilities of applicants, whether or not they have demonstrated need.

FEDERAL PROGRAMS

Federal Pell Grants are available to eligible undergraduate students on the basis of financial need. The grants range from $400 to $4,050 per academic year. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine the amount for which the student is eligible.

Federal Supplemental Educational Opportunity Grants (FSEOG) are available on an annual basis to full-time undergraduate students with exceptional financial need. These grants range up to $1,000 and priority is given to Federal Pell Grant recipients.

Federal Work Study (FWS) Awards are made at the discretion of the Office of Student Financial Services to students who demonstrate financial need. These awards are based on available funding. Each student awarded work-study will be placed in a campus or community service job and paid monthly for hours worked.

Federal Stafford Loan eligibility is determined by the Office of Student Financial Services. Loans are made by banks, credit unions, savings & loan associations and other agencies. Annual loan limits are $2,625 for freshmen, $3,500 for sophomores, and $5,500 for juniors and seniors. Two types of Stafford Loans are available: subsidized Stafford Loans (need-based loans on which the federal government pays interest during enrollment) and unsubsidized Stafford Loans (non-need-based loans on which the borrower pays interest during enrollment). Terms of the loans and applications may be obtained from participating agencies. Students must complete a FAFSA and be enrolled in at least 6 credit hours to be eligible for Stafford Loans.

PLUS (Parent Loans for Undergraduate Students) Program allows parents to borrow up to the cost of attendance minus any financial aid the student receives. Interest is variable and repayment may begin within 60 days after the final disbursement of the loan. Terms for the loan and applications may be obtained from participating agencies.

The amount of funds available to Queens students under the FSEOG and FWS Programs is determined by allocations made to the University each year by the US Department of Education. All federal programs are subject to revision of funding or regulation by congressional action. Students are encouraged to contact the Office of Student Financial Services for the most up-to-date information on these programs.

NORTH CAROLINA PROGRAMS
(UNDERGRADUATES ONLY)

North Carolina Legislative Tuition Grants (NCLTG) are available to North Carolina residents pursuing their first bachelor's degree who are enrolled for at least 12 credit hours per term. In 2003-2004 the NCLTG was funded at $1,800.

Students who have completed 140 or more credit hours towards their first undergraduate degree are subject to a 25% reduction in NCLTG funds.

The State Contractual Scholarship Fund is provided to Queens University of Charlotte by an act of the North Carolina General Assembly. Scholarships are available to at least half-time undergraduate students who are legal residents of North Carolina. This fund assists qualified students who demonstrate need.

The North Carolina LEAP Program (formerly the State Student Incentive Grant) provides grants up to $1,500 per academic year for eligible students who are North Carolina residents. Recipients must demonstrate substantial financial need and apply by completing the FAFSA and submitting it before March 15. Awards are determined by The College Foundation of North Carolina.

UNDERGRADUATE/GRADUATE A-LEVEL LICENSURE

The North Carolina Prospective Teachers Scholarship Loan Fund awards scholarships in the amount of $2,000 for each academic year. The criteria for awarding scholarships are measures of academic performance, including grade point average, scores on standardized tests, class rank and recommendations of guidance counselors. Teaching in North Carolina public schools upon graduation allows cancellation of the loan at a prescribed amount per year of service. Application should be made to the State Department of Public Instruction in Raleigh, North Carolina. Further information is available in the Office of Student Financial Services.

Alternative loans Students may be eligible to borrow additional funds from banks, credit unions, savings and loans, etc. in addition to or instead of Federal Stafford Loans. The Student Financial Services Office is available to answer questions and provide information.

All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.

SCHOLARSHIPS/ FELLOWSHIPS

Karl and Anna Ginter Available to new degree candidates enrolling in Hayworth College as an undergraduate student. Students are selected during the application process based on academic promise, personal achievement, leadership potential, and character. Fellowships range from a $300 honorarium to a maximum of $1,500 annually. Fellowships are renewable each year if the fellowship recipient takes a minimum of 12 credit hours per year and maintains a cumulative grade point average of 3.0. The number of new awards each year and continuance is based on the availability of funding.

Hershel H. and Cornelia N. Everett Available annually for $2,000 per year to ten students actively pursuing the requirements of a graduate degree in the Pauline Lewis Hayworth College who (1) have established North or South Carolina residencies, (2) achieved at 3.0 cumulative GPA in their undergraduate degrees and (3) are registered for at least nine semester hours during the year. Priority shall be given to students registered in nursing and education graduate degree programs. As long as a recipient of the $2,000 award meets the above criteria and maintains a 3.0 cumulative GPA and receives no class grade below 2.0, his or her award is for one academic year and is renewable each year.

Pauline Lewis Available to new degree candidates enrolling in Hayworth College as an undergraduate student. Students are selected during the application process based on demonstrated potential for academic success and campus leadership. Each Lewis Fellow will receive up to $1,500 in scholarship assistance annually. Awards are renewable each year for a four-year period. The number of new awards each year and continuance is based on the availability of funding. As long as a recipient of the $1,500 award meets the above criteria and maintains a 3.0 cumulative GPA and receives no class grade below 2.0, his or her award is for one academic year and is renewable each year.

Pat and B. D. Rodgers Available to new degree candidates enrolling in Hayworth College as graduate or undergraduate students. Students are selected during the application process based on demonstrated potential for academic success, character and leadership potential. Each graduate Rodgers Fellow will receive up to $2,000 annually, and each undergraduate Rodgers Fellow will receive from $300 to $1,000 annually. Fellowships are renewable each year if the fellowship recipient takes a minimum of 12 hours per year and maintains a cumulative grade point average of 3.00. The number of new awards each year and continuance is based on the availability of funding.

The Carolyn M. Jones Established in 1992 in honor of Dr. Carolyn M. Jones, Chair of the Division of Nursing from 1982 to 1992. This award is a merit award, not need-based. Selection will be made by the nursing faculty based on the following criteria: senior status nursing major (undergraduates), or 12 credit hours completed in the MSN program; effective team member; quiet leader among students; great interpersonal skills with all groups; non-judgmental; love of learning for learning's sake; and altruistic.

The Maurice B. Landers Established in 1997 to recognize students who have distinguished themselves academically and/or professionally. It is a need-based award. Selection is made by the nursing faculty based on the following criteria: at least 25 years old; qualified for or accepted into the undergraduate nursing major or the graduate nursing program; grade point average of at least 3.0 for undergraduates, 3.5 for graduate students; completed at least 12 credit hours in the year prior to consideration; abides by the Queens University of Charlotte Honor Code; able and willing to represent Queens University of Charlotte in a favorable way in the community; able and willing to be helpful in recruiting new students; leadership; outstanding character; and demonstrated financial need.

FINANCIAL AID APPLICATION

To be considered for need-based financial assistance, students must have been admitted to Queens as degree candidates and must complete and submit the Free Application for Federal Student Aid (FAFSA). The form is available from the Queens University of Charlotte Office of Student Financial Services or on the internet at www.fafsa.ed.gov.

A copy of the student's (and family's if applicable) federal income tax return, as well as other documentation, may be required for verification purposes. Applications for financial aid should be submitted by entering students as soon as possible prior to their first term of enrollment.

FINANCIAL AID POLICIES

The Student Qualifications Committee evaluates students' progress and determines eligibility for continuing enrollment, according to the standards outlined in the "Student Qualifications" section of this Catalog. Students receiving financial aid funds must meet these minimum standards. Standards for satisfactory academic progress are listed below.

Since renewal of need-based financial aid is not automatic, students must reapply for assistance each year by completing the Renewal FAFSA provided to them by the US Department of Education at www.fafsa.ed.gov. The amount offered in grants and loans also may vary from year to year.

Withdrawal and Financial Aid Financial Aid recipients who withdraw during the school year and are due a refund under the established Queens refund policy must return an appropriate portion of the refund according to the policy entitled "Withdrawal Involving Financial Assistance" located elsewhere in this Catalog.

Modification of Awards Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

Financial Aid Probation The Student Qualifications Committees evaluate the progress of students at Queens and determine eligibility for continued enrollment according to the standards indicated under "Student Qualifications". Students receiving Federal Title IV financial aid funds must meet these minimum standards. Statements of Academic Progress Standards are sent to all aid recipients with award notices and are available upon request from the Office of Student Financial Services.

Students who fail to meet these minimum standards of academic progress will be placed on financial aid probation for a period of one academic term. During the probationary period, students may continue to receive financial aid, provided they are otherwise eligible. Students have this period to re-establish satisfactory progress. If, at the end of the financial aid probationary period, the student fails to re-establish satisfactory academic progress, they will no longer be eligible to receive financial aid until such time that the minimums standards are met.

Students placed on probationary or ineligible status may appeal such action to the Financial Aid Appeals Committee if they believe that extenuating circumstances prevented them from maintaining satisfactory academic progress. Such appeals should be in the form of a letter submitted to the Office of Student Financial Services within two weeks of the end of the probationary period (end of exams) or notification of placement on probationary status. The letter should include an explanation of any unusual circumstances and supporting documentation. The Financial Aid Appeals Committee must respond to the appeal within two weeks from date of receipt. If the appeal is granted, the student's progress is assumed to be satisfactory and progress is then measured from the time of the granted appeal. If the appeal is denied, the required minimum grade point average must be achieved at the student's own expense. The decision of the Financial Aid Appeals Committee is final. Once the minimum standards have been achieved, the student is again eligible for financial aid.

Satisfactory Academic Progress Policy This policy is applicable to all students receiving financial aid from the federal or state government or from Queens University of Charlotte. Evaluation of academic progress will be made at the end of the spring semester by the Office of Student Financial Services. The academic year evaluated may include any combination of the prior summer, fall, and spring terms. Students must show progress toward completion of their degree requirements to continue financial aid eligibility. The financial aid eligibility timeframe for completion of a degree program cannot exceed 150 percent of the published length of the degree. For example, if your degree requires 120 credit hours to graduate, you are eligible to receive financial aid until you have attempted 180 credit hours. Repeated courses, course withdrawals, incomplete courses and course failures count as hours attempted but not completed. Additional time needed to complete the undergraduate or graduate degree beyond the maximums stipulated must be entirely at the student's expense.

Transfer students are treated as first-year students for purposes of measuring the financial aid eligibility timeframe for completion of a degree program.

Undergraduate Programs

Hayworth College offers evening and weekend classes leading to the Bachelor of Arts degree with majors and minors in American studies, business administration, elementary education, information systems, English, organizational communication, and psychology, and classes leading to the Bachelor of Science in Nursing degree. The Bachelor of Arts degree with a major in radiologic technology is available to the student who is certified by the American Registry of Radiologic Technologists.

ACADEMIC POLICIES

Academic Responsibility While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree. To assist the student with this responsibility, all academic plans and programs should be approved by the student's advisor.

Academic Advising It is the student's responsibility to schedule advising appointments with the a designated academic advisor as often as necessary in order to plan course schedules for each term and to discuss current academic questions and problems.

Catalog of Entry A student must fulfill the degree requirements set forth in the catalog which is current when the student registers for his or her first course as a degree candidate in Hayworth College. Other academic regulations amended while a student is in course at Queens may well be deemed to apply regardless of the policies stated in the catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry, and that right is reserved.

Earning Dual Degrees Simultaneously A student may work toward two different degrees simultaneously provided that he or she earns different majors within the degrees and provided that he or she earns, at Queens, at least 30 additional hours beyond the 120 hours required for a single degree.

Eligibility To Pursue A Second Degree Students who already hold an undergraduate degree, either from Queens or from another accredited institution, may seek a second degree provided it is in a different field from the first earned.

Cross-Unit Majors An undergraduate student may add a second major available in another unit providing that the student first consults with his or her advisor and then submits a written request for the second major approved by the advisor, the deans of both units, and the department chair of the department responsible for the second major.

Approval to add a second major from another unit does not mean the student has been accepted to transfer to the other unit. All general education and degree requirements in the home unit and a major from the home unit must be completed before the student can graduate.

Adding A Second Major After Graduation Queens University of Charlotte graduates who wish to add a second major within the same baccalaureate degree may do so. They should make application for readmission to the University, and must fulfill the requirements for the second major as stipulated in the catalog for the year of re-entry to Queens.

Dual Enrollment A Hayworth College student may register for a course offered in the College of Arts and Sciences (CAS) on a space-available-basis. Hayworth College students who dual enroll in the CAS must follow that college's procedures, including procedures for registration, drop/add, and withdrawal from a course, and will follow that college's calendar, which usually varies somewhat from the Hayworth College calendar.

Transfers between Hayworth College and the College of Arts and Sciences Students are admitted either to the Hayworth College or to the College of Arts and Sciences; admission is not transferrable. However, a student dismissed from either college is dismissed from all Queens University of Charlotte programs until readmitted.

A student may apply to transfer from the Hayworth College to the College of Arts and Sciences, or the reverse, after completing at least one term in the College of entry, provided that the student has earned a minimum cumulative grade point average of 2.00 at Queens University of Charlotte and is not on any type of academic or social probation. A student who wishes to change colleges must apply to the Office of Admissions.

At a minimum, students must complete 30 hours of the residency requirement in the college to which they transfer and complete all of the graduation requirements of that college.

Admission and Dismissal Students are admitted either to Hayworth College or to the CAS. However, a student dismissed from either college is dismissed from all Queens programs until readmitted.

REGISTRATION

All students are expected to register at the time and place indicated on the schedule each term. The Hayworth College academic year consists of Term I (Fall), Term II (Spring), and Term III (Summer Term).

Course Load Adult students attending Queens while working full time typically carry from six to nine credit hours per term. Students who are enrolled in fewer than 12 semester hours in Term I or II are considered part-time students. Any student who wishes to take more than 16 hours should consult the academic advisor.

Class Attendance Students are expected to attend all class sessions. Specific attendance policies are set for each course by individual faculty members and should be printed in the syllabus or announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course. Faculty members may lower a student's grade for excessive or unexcused absences.

Drop and Add When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. A student who drops all courses at Queens University of Charlotte in his or her first semester of attendance will not have matriculated into the University. The drop and add period is limited. To drop or add a Hayworth College course the student must contact the Hayworth College Office or Registrar's Office and complete the appropriate form. After the drop/add period has ended, a student leaving a class must formally withdraw from the course in order to receive a status of "W."

Withdrawal From A Course After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. See section on Withdrawal and Financial Obligations.) Withdrawal from a course is a different process from dropping a course. A student must contact the Hayworth College office or the Registrar's Office and complete the appropriate form to withdraw from a course. The student will receive a grade status of "W" if the student withdraws during the withdrawal period.

The deadline for withdrawal from a course is usually one calendar week after the mid-point in each term and is stated on the term calendar (see page 4). After that date, a student must petition the Student Qualifications Committee for permission for late withdrawal. The Student Qualifications Committee, in consultation with the instructor involved, may deny or approve the request for late withdrawal. If the late withdrawal is approved, a status of "W" will be recorded on the transcript. (A student who simply stops attending classes will receive a grade of "F" for all courses.)

Withdrawal From the University A student who wishes to withdraw from the University on his or her own initiative should notify the Registrar's Office and complete the appropriate form. Upon withdrawal, all grades in progress will be recorded as "W". (A student who simply stops attending classes will receive a grade of "F" for all courses.) The student must then reapply in order to return to the University.

Withdrawal By the University If a student does not register for a course for two consecutive terms, including the summer term, the student will be administratively withdrawn from the University and considered an inactive student. An inactive student must apply to the Admissions Office for readmission, and will resume studies under the Catalog in effect at the time of readmission. The University reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Leave Of Absence Students may be granted a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the academic advisor. Students who return on the agreed-upon date re-enter the program with the same catalog of entry held at the time they left. Students who do not obtain a formal leave of absence, or those who do not return in the agreed-upon terms, shall be considered withdrawn from the University and will have to reapply to gain readmission.

Abandoning A Class A student who does not withdraw from a course but simply stops attending will receive a grade of F for the course.

GRADUATION

Graduation Requirements Students may receive a degree only after meeting all degree requirements, including a minimum grade point average of 2.000 in all work attempted at Queens University of Charlotte.

Application for Graduation It is the student's responsibility to be aware of progress toward the degree, and to file a completed Application for Graduation form in the Registrar's Office a year before the term in which the degree requirements will be completed. Application forms are available from the academic advisor and in the Registrar's Office.

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The diploma is awarded at this time.

GRADING

Grade reports are sent to students at the end of each term.
Queens uses the following system of grades and grade-point values per credit hour:

Grade	Grade-Point Value	Interpretation
A	4.000	Superior performance
A-	3.700	
B+	3.500	
B	3.000	Good performance
B-	2.700	
C+	2.500	
C	2.000	Satisfactory performance
C-	1.700	
D+	1.500	
D	1.000	Poor performance
F	0.000	Failing performance
P	(0)	Pass
Z	(0)	No Record
W	(0)	Withdrawn
AU	(0)	Audit
I		Course Incomplete: will become a letter grade A-F upon completion.

Grade Point Average A student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of points by the total number of graded credit hours attempted.

Pass/No Record Pass/No Record is a grading system designed to encourage students to explore new areas. Only elective courses may be taken on a P/N basis. A student may not take a proficiency, literacy, foundation, or major/minor course on a P/N basis without special permission. Students may take up to two elective courses per academic year, but no more than one course per term, on a P/N basis. Some courses are designated P/N for all students. Other courses may not be taken P/N by any students.

The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D, or F, the "Z" designation is used on the student's grade report. A "Z" differs from an F because it is not recorded on the student's permanent academic record and is not counted in the calculation of the student's cumulative grade point average.

A student must request the P/N grade status at registration or during the drop/add period. However, the student who has begun a course with P/N can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course," usually one week after the mid-point of the semester. The student is responsible for requesting this change in writing from the Registrar's Office prior to the deadline.

Pass/Fail Pass/Fail is the grading system used for special course offerings including internships and the international experience study tours. The Grade of "P" is recorded when a student earns a grade of C- or better in the course. An "F" is recorded when the work is unsatisfactory. P/F differs from P/N in that "F's" are recorded on the student's permanent academic record, and are included in the calculation of the grade point average.

Incomplete Grades The temporary grade of Incomplete (I) is given at the discretion of the instructor only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. A grade of "I" can only be assigned if the student is passing the course. Students are responsible for arranging to complete such work. A grade of "I" must be changed to a letter grade by the specified deadline, usually the end of the second full week of regular classes of the following term. However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 48 hours prior to registration for the subsequent academic term. A grade of "I" automatically becomes an F if the student fails to make up incomplete work satisfactorily by the above deadlines.

Academic Grievances The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

If you feel you have detected an error in the computation or transcription of a grade, you should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given by consulting with the faculty member concerned.

If a satisfactory agreement is not reached, you should consult with the chair of the division in which the dispute occurred. If a satisfactory agreement is still not reached, you should consult with the Dean of Hayworth College.

Auditing Courses With the consent of the Director of Academic Affairs, a student may audit a course. Audit courses receive no credit, but do appear on college transcripts. Students must designate audit courses at registration. Drop/Add and Withdrawal procedures apply to audit courses. Auditors are expected to attend classes regularly. Students who wish to audit a course must have been admitted to the University. There is no reduction in tuition for auditing a course.

Repeated Courses If a student fails a course, they may repeat that course only once, either at Queens or at another accredited institution with proir approval of the appropriate department chair. The F grade will remain on the student's record. If the course is repeated at Queens, both the F and the second grade will be figured into the student's cumulatice grade-point average. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus the original F will be figured into the cumulative average.

A student also may elect to repeat a course at Queens in order to demonstrate mastery of the material. In this case, both the original and the second grade will be figured into the student's grade-point averages; no additional hours of credit will be awarded.

In either case, a course may be repeated only once, either at Queens or at another institution. No more than two courses in the student's major field may be repeated. Regular tuition is charged for all repeated courses.

A student may also repeat a course for credit if the course is listed as "may be repeated for credit." In that case, all grades and credit hours are included in the student record.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee. At the end of each term this committee reviews the academic record of each student in academic difficulty.

Class Status Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

MINIMUM CLASS STANDING REQUIRED

Class Standing	Credit Hours Required	Min. GPA Earned
Freshman	0-12	1.500
	13-23	1.800
Sophomore	24-37	1.800
	38-51	1.900
Junior	52-70	1.900
	71-89	2.000
Senior	90 or more	2.000
Special (non-degree)	1 or more	2.000

Academic Probation and Dismissal A student who has attempted nine or more credit hours at Queens and whose cumulative grade point average falls below the levels for his or her class standing, shown above, will be placed on academic probation. However, a student who has a term grade point average below 1.000, or who fails to make academic progress, is also subject to probation or dismissal at any time.

- **Enrollment Limitations** While on academic probation a student may enroll in no more than 12 credit hours in any one term.
- **Incomplete Grades while on Probation** A student on academic probation must have any Incomplete grades changed to a letter grade prior to registering for a subsequent term.
- **Eligibility to Represent the University** Students on academic probation and students who are suspended from a class or from the University are not eligible to represent the University in off-campus extracurricular activities, to participate in varsity athletics, to hold campus office, or to run for campus office until the probation or sanction is lifted.

Students on probation will be reviewed at the end of the term, including summer term, in which they have attempted at least six credit hours since being placed on probation or last reviewed. Students on probation will be removed from probation if, at the time of review, their cumulative grade point average has been raised to the minimum required for their class status. Students on probation who have earned a grade point average of 2.000 since their last review, but whose cumulative grade point average is still below the minimum required for their class status, may be continued on probation.

Admission on Probation. Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

Dismissal from the University Students on probation will be declared academically ineligible to return if, at the time of review, they have not earned a grade point average of 2.000 since their last review and have not raised their cumulative grade point average to the minimum required for their class status. Students have the right to present a written appeal concerning academic dismissal to the Student Qualifications Committee. The decision of the committee in regard to the appeal is final.

Readmission Following Dismissal Students dismissed from the University for academic reasons must apply for readmission through the Student Qualifications Committee. To be considered for readmission, a student must submit transcripts verifying that the student has earned at least nine graded semester hours (or the equivalent) since leaving Queens University of Charlotte, with a grade of "C" or better in each course attempted. Students applying for readmission must submit (1) an application for undergraduate admission, (2) transcripts from all colleges or universities attended, and (3) a personal statement concerning the student's goals and accomplishments since leaving Queens. A student readmitted to the University is normally placed on academic probation and reviewed after the first term.

The Honor Code

The Honor Code of Queens University of Charlotte is at the heart of our commitment to integrity and academic freedom. The purpose of the Honor Code is to provide this community with an atmosphere of mutual trust among students, faculty, and administration. The Honor Code is binding on all members of the University community and applies to all phases of life at the University. Queens students are responsible for their personal conduct at all times and shall be subject to discipline, including possible suspension, for behavior that discredits themselves or the University. As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Honor Code:

> *As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*
>
> *Academic Pledge: I pledge truthfulness and absolute honesty in the performance of all academic work.*
>
> *Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of an other's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring, or altering information without authorization. Suspected violations of the Honor Code by an undergraduate student should be reported to the Dean of Hayworth College, and will be heard by the Hayworth College Hearing Board. Suspected violations of the Honor Code by a graduate student should be reported to the Dean of Graduate Programs and will be dealt with by the Hayworth College Hearing Board.

Honors and Awards

Dean's List Each spring a Hayworth College Dean's List is compiled naming those Hayworth College undergraduate degree candidates who qualified during the previous calendar year. For this purpose, the year begins in the spring term, and continues through the summer term, and concludes with the fall term. Degree candidates who have no outstanding incomplete grades and who have completed, during this time period, a minimum of 12 hours of college-level credit on a graded basis with a grade point average of 3.500 or better in the hours during this time period, are eligible for the Hayworth College Dean's List.

Honors at Graduation *Summa cum laude*, *magna cum laude*, and *cum laude* honors are awarded by the University for academic excellence. A student must complete at least 60 hours at Queens to be eligible for graduation with honors. The grade point average will be determined only by work taken at Queens. *Summa cum laude* is awarded to students who have a grade point average of 3.850; *magna cum laude* is awarded to students who have a grade point average of 3.650; and *cum laude* to students who have a grade point average of 3.500.

Awards Convocation A major convocation is held for Hayworth College students at the end of each academic year to honor academic excellence and service to the University. Each academic department presents an award to an outstanding graduating senior in the major. The University also recognizes those who have made the Dean's List in the prior year, those who have received Fellowships and Scholarships, nominees to Who's Who in American Universities and Colleges and other honors and awards.

Who's Who Among Students in American Universities and Colleges recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

Honor Societies

Sigma Theta Tau Mu Psi at Large is a chapter of Sigma Theta Tau International, the honor society of Nursing founded in 1922. Students who have completed at least half the nursing major and demonstrate superior academic achievement and leadership potential are invited to join.

Phi Alpha Theta The Alpha Gamma Kappa Chapter of Phi Alpha Theta, the international honor society in history, was installed in 1985. A member of the Association of College Honor Societies, the Society promotes history through the encouragement of research and the exchange of learning and thought among historians. Juniors who have completed at least four history courses with a GPA of 3.100 or better, and an overall GPA of 3.000 or better for two-thirds of the remaining work completed, are eligible for candidacy for membership. Membership in Phi Alpha Theta is for life and is recognized by the U.S. Civil Service Commission as a credit qualifying for GS-7.

Delta Mu Delta The Queens chapter of Delta Mu Delta, the national business honor society, was installed in 1995. To be eligible for membership a student must be an undergraduate or graduate student registered in a program of business administration. Undergraduates must be candidates for the baccalaureate degree in business; have completed at least half the credits required for the degree; have a cumulative grade point average of 3.2 or better; be in the top 20 percent of their class, and be of good standing. Transfer students must have completed a minimum of 24 semester hours or its equivalent at the school where membership in Delta Mu Delta is to be conferred, and have an academic record which meets the society's membership requirements. Graduate students must have completed at least half the requirements for the graduate degree with a cumulative grade point average of 3.25 or better.

Alpha Sigma Lambda The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours in Hayworth College, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.

Psi Chi The Queens University of Charlotte chapter of Psi Chi, the national honor society in psychology, was chartered in 1998. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests. Qualifications for membership include:

sophomore or higher status, completion of 9 semester hours in psychology, registration as a psychology major or minor, an overall GPA of at least 3.000, a minimum GPA in psychology courses of 3.000, and approval of faculty and current Psi Chi members. Membership in Psi Chi is for life, and serves as an important springboard for professional growth.

Admission

Queens University of Charlotte welcomes students who wish to begin college for the first time, complete a first or second bachelor's degree, or just take a particular course. Hayworth College recognizes that an adult learner's previous academic performance often cannot predict his or her ability to be academically successful in the present. Motivated adult learners are therefore allowed to demonstrate their ability to succeed in the challenging academic environment at Queens, with continued enrollment contingent upon performance.

Applications for admission may be obtained by writing the Graduate & Adult Admissions Office, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, North Carolina 28274, or by calling 704 337-2314, or by e-mail: hayworth@queens.edu or by visiting www.queens.edu.

Campus Visits Students seeking information about the University are encouraged to visit the campus and the Hayworth Admissions Office located in Burwell Hall. The office is open from 9:00am to 6:00pm, Monday through Thursday, and 9:00am to 4:30pm on Fridays. Appointments can be made outside of regular office hours by calling 704 337-2314.

International Students Hayworth College welcomes international students. All transcripts must be translated into English by an official at the school issuing the transcript and evaluated by an international transcript agency. Any student for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a score of 550 or higher on the written test or 213 or higher on the computer-based test. Official scores must be submitted to the Admissions Office prior to admission.

Application Deadline While there are no deadlines for application, prospective students should apply for admission as early as possible. The Graduate & Adult Admissions Office will act on an application as soon as all required information has been received. The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and a candidate has been fully accepted.

DEGREE SEEKING CANDIDATES

To be considered for admission as a degree-seeking candidate, prospective students must submit the following:

- one official high school transcript OR official evidence of a high school diploma or the equivalent
- a written statement describing your reasons for attending Queens University of Charlotte
- two official academic transcript(s) from all colleges or universities previously attended
- a completed application form and a $40 application fee
- financial aid transcript(s) from all colleges attended, to be submitted to the Student Financial Services Office (See page 23 for Financial Aid information.)

PROBATIONAL ACCEPTANCE

Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens.

CONDITIONAL ADMISSION

Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens.

SPECIAL/NON-DEGREE STUDENTS

A special student is admitted to the University without the expectation that he or she will earn a degree.

Special students who have never earned a bachelor's degree may enroll for a cumulative total of no more than 15 credit hours, after which they must apply for regular admission as a degree candidate or receive special permission to continue enrollment. Special students must comply with all college regulations, and must maintain a "C" average to continue their enrollment.

To apply as a special student, the following materials are required:

- evidence of a high school diploma or the equivalent, or proof of most recently awarded degree
- a completed application form and a $40 application fee

TRANSIENT STUDENTS

Transient students are degree candidates at another college or university taking courses at Queens by special arrangement, with the intention of transferring those courses back to their home school. Transient students must comply with all college regulations and must maintain a “C” average to continue enrollment.

To apply as a transient student, the following materials are required:

- a letter from the Registrar of the student's home institution verifying that the student is in good standing and has permission to take courses at Queens University of Charlotte
- a completed application form and a $40 application fee.

HIGH SCHOOL DUAL ENROLLMENT

Any junior or senior in a Charlotte-Mecklenburg area secondary school may apply for admission as a special student in Hayworth College when recommended by the secondary school. Following graduation from high school, credit earned under the dual enrollment program can be applied toward a degree at Queens University of Charlotte or transferred to another institution. To apply, a letter of recommendation from the secondary school principal should be submitted to the Graduate & Adult Admissions Office along with the application, a $40 application fee, and a copy of the high school transcript.

LENGTH OF ADMISSION ELIGIBILITY

Acceptance into the University will remain effective for up to two semesters following the commencement of the semester for which the acceptance has been made. Individuals who wish to enter after that time period are required to reapply. The admission decision will be based on the existing admission standards at the time of application.

READMISSION AFTER AN ABSENCE

A student who has previously been admitted to the University but who has withdrawn or been administratively withdrawn in good standing for two or more semesters and wishes to return may apply for readmission to the University. Materials required for admission include:

- a completed application form
- two official transcripts from each college or university attended since leaving Queens University of Charlotte
- other materials not received or retained from previous admission records

Students who are readmitted to the University are bound to the requirements of the Catalog in effect during the term in which they matriculate. Students who were not in good standing at the time of their withdrawal from the University must apply for readmission to the Student Qualifications Committee.

ADMISSION OF UNDERGRADUATES TO GRADUATE STUDY

Special Permission Seniors in Hayworth College or the College of Arts and Sciences with a cumulative grade point average of 3.5 or better may enroll in a graduate course at Queens subject to written approval, prior to registration, by the department offering the course. These graduate credit hours are not counted toward the 120 credit hours required for the baccalaureate degree, but may be counted toward the 45 hour residency requirement. The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program. A full-time student should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate.

BA to Master of Arts in Teaching (BA-MAT) Program This early admission to the master's program allows the student to accelerate completion of both a bachelor's degree and a Master of Arts in Teaching. Students admitted to the BA to MAT program may count 9 credit hours of student teaching from the MAT program toward the 120 credits required for the bachelor's degree. The bachelor's and master's degrees will be awarded simultaneously upon successful completion of all requirements for the MAT and the 9 credit hours earned in the teaching internship. Note: Only the 9 hours of the student teaching block will be counted toward the bachelor's degree. Students who have earned at least 90 hours toward their bachelor's degree, including all proficiency, foundation, and major requirements, may submit an application to the Graduate & Adult Admissions Office for admission to the BA to MAT program. After admission to the program the student may enroll in graduate courses while completing the undergraduate degree as the schedule permits. BA to MAT candidates must meet the same admission requirements for the MAT with the exception of having completed the bachelor's degree.

RN to Master of Science in Nursing (RN-MSN) Program Registered nurses in the Hayworth College BSN degree completion program may be eligible to apply for admission to the RN to MSN program. Applicants must be current undergraduate students in Hayworth College and must have been formally admitted to the BSN. Interested nurses should contact the RN advisor, Dr. Joan McGill, Chair of the Vail Program of Nursing, for further information at 704 337-2295.

Prior Learning Assessment

Queens University of Charlotte awards credit for academic courses taken at other colleges or universities, credit by examination as stipulated below, and credit for some certification and courses taken outside of the normal academic environment.

TRANSFER CREDIT

Transferring Credit for Courses Taken at Other Institutions Prior to Admission to Queens After the student has been fully admitted to the University as a degree candidate, the Registrar will evaluate transcripts from other colleges or universities. Credit will be awarded for each appropriate course, taken at properly accredited institutions, in which a grade of "C" or better was earned. Credit may also be granted for programs approved by the American Council on Education or PONSI. Official transcripts are required for evaluation. The student is responsible for requesting course descriptions from the original institution if the University deems it necessary.

Advanced placement Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects, Queens grants advanced placement and course credit automatically if the student scores either 4 or 5 on such tests.

International Baccalaureate (IB) Queens University of Charlotte will grant six semester hours of elective credit in each area in which a student has achieved a score of 5, 6, or 7 in a higher level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department.

Duplicate credit will not be awarded in the event both AP and IB examinations are completed with acceptable scores. Total credit awarded will not exceed 30 semester hours.

Transferring Credit for Courses Taken at Other Institutions After Admission to Queens Queens students may take courses at another accredited institution for credit at Queens provided that these courses are equivalent to or supplemental to those offered at Queens. In order to receive credit for a course taken at another accredited institution after admission to Queens, the student must (1) secure prior permission of the appropriate department or division chair, (2) earn a grade of "C" or better in the course, and (3) have the other institution send an official record of the coursework to the Registrar at Queens University of Charlotte. A student's cumulative grade point average is not affected by course credit earned at another institution.

CREDIT FOR CERTIFICATION Thirty credit hours are accepted toward a major in radiologic technology for those persons certified by the American Registry of Radiologic Technologists. A copy of the student's certification or proof of certification is required.

CREDIT BY EXAMINATION No more than 38 credit hours earned through examinations for credit may be applied towards the bachelor's degree. Credit earned by examination may not be used to satisfy college residency requirements, or the final 30 hours required for graduation.

College Level Examination Program (CLEP) Queens University of Charlotte awards credit and/or advanced placement to students who score satisfactorily on approved subject-level tests of the College Level Examination Program. The CLEP essay portion must also be completed. Official scores must be submitted to Queens University of Charlotte. Students should obtain a list of approved CLEP exams from their Academic Advisor.

Validation Examinations Queens offers validation or "challenge" examinations administered by the University for some courses for which there are no comparable CLEP tests, and awards credit for satisfactory scores. The examination may be based on assessment of writing, performance, product, and/or interviews. A fee is charged for the administration of each validation examination. Validation examinations are graded on a Pass/No Record basis. Students interested should discuss this with their academic advisor.

POLICIES CONCERNING PRIOR LEARNING ASSESSMENT

Residency Requirement At least 45 of the 120 credit hours required for a bachelor's degree must be earned at Queens University of Charlotte no matter how many hours are accepted in transfer, or are earned through examinations or certifications, unless the student already holds a bachelor's degree from an accredited institution. In this case, at least 30 of the 120 credit hours required for a degree must be earned at Queens University of Charlotte.

Maximum Credit from a Two-Year Institution No more than 60 of the 120 semester hours required for graduation may be transferred from two-year institutions.

Transfer Credit and Graduation With Honors It should be noted that only students who complete at least 60 credit hours at Queens University of Charlotte will be eligible for graduation with honors.

Calculating the Cumulative Grade Point Average A student's cumulative grade point average is based solely on work at Queens University of Charlotte. Transferred credits from other institutions will not be calculated into the Queens GPA.

The Academic Program

Hayworth College at Queens offers programs leading to the Bachelor of Arts degree and the Bachelor of Science in Nursing degree. While these programs differ from each other in significant ways, each is rooted in the tradition of liberal education and each provides students with an integrated and coherent program of study including the skills, competencies, and knowledge necessary for a meaningful and successful life.

Bachelor of Arts A major for the Bachelor of Arts degree shall consist of no fewer than 30 credit hours. The majors leading to the Bachelor of Arts degree include American Studies, Elementary Education, Business Administration, Information Systems, English, Human & Community Services, Organizational Communication, Psychology, and Radiologic Technology.

Bachelor of Science in Nursing Candidates for the Bachelor of Science in Nursing degree are required to meet all college requirements for graduation as well as the requirements for the nursing major. Applicants who have been accepted to the University must also apply to the Vail Program of Nursing for acceptance into the nursing major after meeting specified prerequisites. Students are encouraged to declare their interest in nursing by the end of their first year. Provision is made for those persons, such as registered nurses, who may wish to transfer into the program or apply for advanced standing.

Teacher Licensure Hayworth College offers a North Carolina Class "A" teacher license in secondary education (grades 9-12) in English, which may be completed by taking evening/weekend courses in Hayworth College with the exception of the student teaching practicum. Teacher licensure may be also be obtained as a part of the student's baccalaureate program. If a student is able to take courses through the College of Arts and Sciences' day classes, it is possible to obtain licensure; special subject (grades K-12) in French and Spanish; and secondary subject areas (grades 9-12) in mathematics, biology, history, and social studies.

All programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing licensure reciprocity with other states.

Major Program Each student must complete the requirements for a major in addition to completing the Proficiency and Foundation requirements below. The purpose of a major is to give the student an opportunity to achieve an appropriate level of mastery in a field of study. The requirements for each major are described later in this Catalog.

Minors/Concentrations An undergraduate program of study may include minor in a department or departments other than the major, or a concentration within the major. The minor consists of a minimum number of hours and a prescribed program of courses described in detail under each discipline offering a minor.

Elective Courses In consultation with the advisor, a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Independent Studies and Directed Readings Under the direction of a member of the faculty and with the approval of the academic advisor, students may undertake directed readings or an independent study of a topic of interest to the student and germane to the student's program of study. This study may take one of several forms, including projects, individual research, or directed readings. To register for an Independent Study or Directed Reading course, the student must submit a course proposal form to the Office of Academic Affairs two months prior to the beginning of the term in which the student wishes to register. To initiate an independent study, the student should first confer with the Chair of his or her major department.

DEGREE REQUIREMENTS

To earn a baccalaureate degree a student must fulfill the following requirements:

- earn a minimum of 120 semester hours
- meet the University's residency requirements as stipulated below
- earn the last 30 hours at Queens University of Charlotte or in a Queens approved program
- earn at least 36 semester hours at the 300 or 400 level
- participate in the University's assessment evaluation, if requested
- be in good standing with the Honor Code at the time the degree is awarded
- meet all proficiency, literacy, and foundation requirements, as stipulated on the next page
- meet all major requirements in at least one major, including the minimum stipulated number of semester hours in the major
- earn at least 50 percent of the course work in the major at Queens
- earn a minimum grade point average of 2.000 in all work in the major
- earn a cumulative grade point average of at least 2.000 in all work attempted at Queens University of Charlotte

RESIDENCY REQUIREMENTS

Queens University of Charlotte Residency Requirement Every candidate for a first baccalaureate degree in Hayworth College must complete at least 45 of the minimum 120 semester hours required for graduation at Queens University of Charlotte. The residency requirement will be reduced from 45 to 30 credit hours for students who already hold an undergraduate baccalaureate degree from Queens University of Charlotte or another accredited institution and are seeking a second degree. These 30 credit hours must be over and above hours earned for the first degree.

Hayworth College Residency Requirement At least 30 hours must be completed in Hayworth College to graduate from Hayworth College.

ASSESSMENT REQUIREMENT

Students are required to participate in a program of evaluation and assessment administered by the University to measure the effectiveness of a Queens education. This program will include both objective and reflective measurements offered from time to time during the student's years at the University.

PROFICIENCY REQUIREMENTS

Writing Proficiency A student must enroll in and successfully complete two composition courses, ENGL101 and ENGL102, in order to graduate. These courses must be completed in the first year at Queens.

Mathematics Proficiency A student must successfully complete one 3-credit hour college level mathematics course, or place into Calculus I. A mathematics placement test is not required for Hayworth College students.

Computer Proficiency A student must successfully complete or test out of ISYS110, or transfer comparable course credit.

FOUNDATION REQUIREMENTS

A minimum of 31 credit hours of Foundation courses from the areas below must be earned for a Bachelor's degree in Hayworth College. A course which satisfies a major requirement may not also be used to satisfy a Foundation requirement. However, prerequisite courses to a major may be used to satisfy Foundation requirements. Majors in American Studies should choose foundation courses in non-American topics.

Area I: Natural Sciences A student must earn at least seven credit hours in two approved science courses, at least one of which must be a laboratory science course carrying a minimum of four semester hours of credit. The natural science requirement may not be satisfied by credit earned at another institution except as transfer credit earned prior to admission to Queens.

Area II: Fine Arts A student must earn at least three credit hours in the fine arts, chosen from art or music. Studio courses may not be applied to the fine arts requirement.

Area III: Humanities A student must earn at least six credit hours in humanities, chosen from two of the following disciplines: History, Literature, and Religion/Philosophy.

Area IV: Social and Behavioral Sciences A student must earn at least six credit hours in the social or behavioral sciences, chosen from two of the following disciplines: Psychology, Sociology, Political Science, or Macroeconomics.

Area V: International Issues A student must earn at least three credit hours in a course designated as an International Issues course.

Area VI: General Education Electives A student must earn at least six additional credit hours in courses chosen from Foundation Areas I-IV above. The courses must be selected from different areas.

AMERICAN STUDIES

The Hayworth College American Studies major is an interdisciplinary field of study which leads to the Bachelor of Arts degree. Strongly based in the historical study of the culture of the United States, both past and present, the American Studies major explores the distinct characteristics of that which is considered "American" today. The program seeks to promote deeper understanding of forces influencing individuals and world society.

Students are encouraged to examine the factors shaping American civilization through flexible but interrelated study of a number of elective courses. These courses, drawn from such varied disciplines as economics, social sciences, literature, fine arts, and history, permit analysis and evaluation of the American experience from various perspectives. The major is designed to enable students to integrate the knowledge and research technology from related academic areas into a coherent whole.

The American Studies major is an excellent foundation for many occupations, professional careers, and graduate studies. Possible careers include business, public administration, law, and foreign service. Graduate degrees in American Studies are available at an increasing number of universities.

To earn a Bachelor of Arts degree with a major in American Studies, a student must take at least 36 credit hours of courses in American history, arts, literature, and political and social sciences. Each student, in consultation with an advisor, carefully plans a total program of study designed to enable the graduate to take advantage of exciting new opportunities in the field. The student is encouraged to explore significant interrelationships among the various disciplines.

REQUIREMENTS FOR THE MAJOR IN AMERICAN STUDIES ARE:

Core:

AMST 201	Introduction to American Studies
HIST 203	American History to 1877
HIST 204	American History since 1877
ENGL 230	Survey of American Literature

Humanities Requirement:
Students must take two 300 or 400 level courses in American history, American literature, or Communication, or Philosophy/Religion courses with an American theme or topic.

Social Science Requirement:
Students must take two social science courses in an American related topic.

Fine Arts Requirement:
Students must take two fine arts courses in an American related topic.

American Studies Requirement:
Students must take American Studies 300: Topics in American Studies at least once.

Capstone Requirement:
Students must take the following sequence of courses:

AMST 496	Senior Thesis Preparation
AMST 497	Senior Thesis

Total credit hours:
36

REQUIREMENTS FOR THE MINOR IN AMERICAN STUDIES:

- HIST 203 The United States to 1877
- HIST 204 The United States since 1877
- ENGL 230 Survey of American Literature
- One 300-400 level course chosen from American history or American literature
- One fine arts course in an American field chosen from art, music, or drama
- One social sciences course in an American field chosen from political science, economics, sociology, or anthropology

At least 18 credit hours are required for the minor. Students who minor in American Studies may use a maximum of 6 credit hours of minor requirements to fulfill general education requirements.

ANTHROPOLOGY/SOCIOLOGY MINOR

A minor in Anthropology/Sociology gives the student an opportunity to supplement their major with a collection of courses designed to sharpen their insights into American society and culture, cross-cultural aspects of the human experience, and the individual's interaction with groups, communities and a highly integrated contemporary world.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY:

Core:

SOCI	203	Priniciples of Sociology
ANTH	201	Cultural Anthropology

Choose Three:

SOCI	304	Marriage & Family
SOCI	316	Women in Society
SOCI	345	Racial & Ethnic Minorities
ANTH	320	Anthropology of Latin America
ANTH	330	American Ethnic Communities

Total: 15 Hrs.

BUSINESS ADMINISTRATION

The McColl Graduate School of Business offers undergraduate courses that emphasize the concepts and skills needed to understand business practices, organizations and managerial responsibilities. The McColl Graduate School of Business offers the following majors in Hayworth College: Business Administration, Business/Accounting, and Business/Marketing. Business majors lead to the Bachelor of Arts degree. A major in Business prepares students to understand the functional areas of business, human relations in organizations, and strategic policy-making issues. Non-business majors can complete a minor in business administration in Hayworth College.

To earn a Bachelor of Arts degree with a Business major, a student must take at least 36 credit hours in Business Administration courses, 18 of which must be upper division work on this campus. Business majors are also required to complete a minimum of 48 hours of course work outside the McColl School.

ADMISSION TO THE MAJOR

The McColl School requires that undergraduate students wishing to major in Business be admitted to the major prior to taking any upper level courses. Students in other majors may take upper level courses as long as they have the necessary prerequisite(s) for the particular course.

All candidates must make formal application to the Business major during or following the term in which all required prerequisite courses are complete.

Application requirements include:

1. Prerequisite checklist with supporting transcripts.
2. Application form.

The McColl School Undergraduate Student Admissions Committee reviews applications and notifies students of admission to the major. Acceptance to the major is based on a cumulative grade point average of 2.0 and a grade point average of 2.5 in the prerequisite courses with at least a C- in all prerequisite courses.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION ARE:

Prerequisites
MATH 105 Finite Mathematics **or**
MATH 110 Quantitative Business Methods
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
18 hours

Major Requirements
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 420 International Business
BUSN 485 Strategic Management
18 hours

Plus 12 hours in electives at the
300 or 400 level in BUSN or ECON
12 hours

Total 48 hours

REQUIREMENTS FOR BUSINESS / MARKETING MAJOR ARE:

Prerequisites
MATH 105 Finite Mathematics **or**
MATH 110 Quantitative Business Methods
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
18 hours

Major Requirements
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 420 International Business
BUSN 485 Strategic Management
18 hours

Plus 12 hours in Marketing courses
BUSN 452 Marketing Management
BUSN 453 Marketing Research

And two of the following:
BUSN/COMM 341 Advertising
BUSN 351 Consumer Behavior
BUSN 353 Promotion Management
BUSN 451 Interactive and Direct Marketing
BUSN 455 Personal Selling
BUSN 492 Topics in Business

12 hours

Total 48 hours

REQUIREMENTS FOR THE BUSINESS / ACCOUNTING MAJOR ARE:

Prerequisites
MATH 105 Finite Mathematics **or**
MATH 110 Quantitative Business Methods
MATH 206 Statistical Methods
ECON 203 Macroeconomics
ECON 204 Microeconomics
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting

18 hours

Major Requirements
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Marketing
BUSN 360 Corporate Finance
BUSN 420 International Business
BUSN 485 Strategic Management

18 hours

Plus 15 hours in Accounting
BUSN 306 Accounting Theory & Financial Reporting
BUSN 309 Advanced Managerial Accounting
BUSN 318 Financial Statement Analysis
BUSN 413 Auditing
BUSN 415 Principles of Taxation

15 hours

Total 51 hours

Students in Hayworth College may also minor in Business Administration.

REQUIREMENTS FOR THE MINOR IN BUSINESS ADMINISTRATION ARE:

BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
BUSN 305 Legal Environment of Business
BUSN 340 Marketing
BUSN 360 Corporate Finance
ECON 203 Macroeconomics
ECON 204 Microeconomics

EDUCATION

Obtaining a North Carolina Class "A" initial teacher license is possible through programs in elementary (K-6); and secondary subject areas (grades 9-12) in English. These programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing licensure reciprocity with other states. Teacher licensure may be obtained as part of the Hayworth student's program. Students pursuing licensure in elementary education (K-6) should major in elementary education. Students pursuing secondary subject licensure (9-12) should major in English and take the appropriate eduction courses for licensure. At Queens University of Charlotte, the education of teachers is the joint responsibility of all academic departments and the Education Division.

Division objectives state that the education of teachers is threefold: they receive liberal education, they pursue in depth their teaching specialties and they acquire the necessary professional knowledge and the skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the Education Division.

Admission to the teacher licensure program All students apply to the Education Division for admission to the teacher licensure program before completing 50% of their education coursework. To be accepted, a student must have:

- positive recommendations by two Queens faculty members
- an overall grade point average of 2.500 after two semesters of course work at Queens University of Charlotte
- satisfactory scores on the mathematics, reading and writing components of the PRAXIS I Test
- approval of the Teacher Education Committee

Students may not take more than 50 percent of their professional education courses before being officially admitted to the Teacher Education Program.

Retention in the Program Retention in the program is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Admission to student teaching Students must apply for student teaching in the term preceding their planned student teaching semester. All professional course work must be completed before the student teaching semester. Minimum criteria for admission to student teaching are:

- a cumulative grade point average of 2.50 and 2.75 in the major
- recommendation by the major department
- approval of the Education Division and Teacher Education Committee

North Carolina testing requirements In addition to completing all program requirements, in order to be licensed in North Carolina, students must successfully pass any tests mandated by the state at that time. Completed information on current testing and application forms for the PRAXIS I and II may be obtained from the Education Division.

Competencies Licensure requires the achievement of competencies in areas designated by state and national accrediting agencies in general education, professional education, and teaching specialty.

REQUIREMENTS FOR THE B.A. DEGREE WITH A MAJOR IN ELEMENTARY EDUCATION ARE:

Professional education requirements (K-6)

EDUC 221	Foundations of American Education
EDUC 225	Elementary School Curriculum and Instruction
EDUC 270	Technology in Education
EDUC 310	Educational Psychology
EDUC 401	Teaching Reading and Other Language Arts
EDUC 402	Diagnosis and Correction of Reading Difficulties
EDUC 404	Mathematics Curriculum, Instruction and Assessment
EDUC 411	Social Studies Curriculum, Instruction and Assessment
EDUC 412	Science Curriculum, Instruction and Assessment
EDUC 499	Professional Internship

PLUS:

ENVR 101	Environmental Science
MATH 104	Mathematical Ideas
PSYC 201	Introduction to Psychology

PLUS: Complete one subject matter specialty area from the following: Language Arts, Psychology, Science, Math, or Social Studies. These specialty areas are restricted to elementary education majors.

LANGUAGE ARTS SPECIALTY AREA

ENGL 200 Introduction to World Literature
ENGL 230 Survey of American Literature
ENGL 306 Introduction to Creative Writing
OCOM 215 Business and Professional Speaking

Choose one of the following:
ENGL 210 British Literature to 1660
ENGL 220 British Literature from 1660 to present

SOCIAL STUDIES SPECIALTY AREA

ECON 203 Macroeconomics
HIST 202 The West in the World
HIST 203 The United States to 1877
HIST 204 The United States since 1877
POLS 201 American Politics
SOCI 203 Principles of Sociology

PSYCHOLOGY SPECIALTY AREA
PSYC 303 Social Psychology
PSYC 314 Psychology of Learning
PSYC 320 Developmental Psychology

Choose two of the following:
PSYC 308 The Exceptional Child
PSYC 311 Psychological Tests
PSYC 316 Cognitive Psychology
PSYC 404 Psychopathology of Childhood and Adolescence

SCIENCE AND MATH SPECIALTY AREA
ENVR 101 Environmental Science
NSCI 101 Issues in Science
MATH 104 Math Ideas
MATH 105 Finite Math
MATH 206 Statistical Methods

Choose one of the following:
BIOL 103 Principles of Biology
CHEM 101 General Chemistry I

ENGLISH

The study of English focuses on the various ways that human beings have sought to understand their lives and the world through the writing of stories, poems, essays, plays, and novels. The English major provides both a historical knowledge of the development of British and American literature and an understanding of the different forms and styles of literature. It develops skills in close reading, careful analysis and forceful, articulate writing that are necessary for a broad range of careers. The English major also prepares students for law school or for graduate study in literature, composition theory, creative writing and American studies. The English major leads to a Bachelor of Arts degree. A minimum of 36 hours in English are required.

Teacher licensure Students majoring in English may earn licensure to teach on the secondary level (grades 9-12). Refer to the Education section of the Catalog for specifics.

COURSES REQUIRED FOR THE MAJOR IN ENGLISH ARE:

ENGL 200	Introduction to World Literature
ENGL 210	British Literature to 1600
ENGL 220	British Literature 1600 to the present
ENGL 230	Survey of American Literature
ENGL 460	Studies in Literature and Criticism

Plus two of the following:

ENGL 303	Major Figures in World Drama: Greece to the Early Renaissance
ENGL 309	Chaucer and Medieval Literature
ENGL 313	Shakespeare
ENGL 318	The Seventeenth Century

Plus one of the following:

ENGL 322	Nineteenth Century British Literature
ENGL 324	Nineteenth Century American Literature

Plus two of the following:

ENGL 325	The Novel
ENGL 326	Modern British Literature
ENGL 327	Modern Drama
ENGL 328	Modern American Literature

Plus two additional English electives chosen from literature course, creative writing courses.

ENGLISH MINOR

Courses required for a minor in English are:

ENGL 200	Introduction to World Literature
ENGL 210	British Literature to 1660
ENGL 220	British Literature 1660 to present

Plus 12 additional hours, nine of which must be at the 300 level or above. ENGL 230 is recommended.

HUMAN & COMMUNITY SERVICES

Human & Community Services is an interdisciplinary major that helps students develop a deeper understanding and perspective of factors which influence individuals and groups served in the community. Students study populations in diverse settings such as group homes; community mental health centers, correctional facilities, and child and adolescent service agencies; and alcoholism, drug abuse, family violence, and aging programs. Emphasis is placed on understanding, prevention, and remediation of problems experienced by populations served in these settings.

This program will prepare students for work in community-based agencies in professional and paraprofessional positions. According to the National Organization of Human Service Educators (NOHSE). employment opportunities in social service facilities are excellent and projected to grow rapidly.

Students enrolled in the Human & Community Services program at Queens University of Charlotte will participate in field experiences and a professional internship. This essential component of the major will enable students to make a strong connection between theory and practice, as well as study and work.

REQUIREMENTS FOR A MAJOR IN HUMAN & COMMUNITY SERVICES ARE:

HCSV101	Introduction to Human & Community Services
HCSV 306	Research Methods*
HCSV 306L	Research Methods Lab*
HCSV 400	Senior Seminar in Human & Community Services
PSYC 201	General Psychology
PSYC 304	Abnormal Psychology
SOCI 203	Principles of Sociology
SOCI 250	Social Issues & Problems
MATH 206	Statistical Methods
INTE 496	Professional Internship/Field Experience (3 Hrs.)

Plus 12 hours of electives chosen from the following:
Choose 2

PSYC 305	Counseling
PSYC 303	Social Psychology
PSYC 404	Child & Adolescent Psychopathology
PSYC 330	Adulthood & Aging
PSYC 320	Developmental Psychology
PSYC 314	Psychology of Learning
HCSV 352	Topics in Human and Community Services

Choose 2

SOCI 340	Social Inequality
SOCI 303	Social Psychology
SOCI 316	Women in Society
SOCI 425	Urban Sociology
SOCI 345	Racial & Ethic Minorities
SOCI 304	Marriage & Family
SOCI 350	Community Issues

**Note: PSYC 306 and PSYC 306L may be substituted for HCSV 306 and HCSV 306L with permission of advisor.*

INFORMATION SYSTEMS

A major in Information Systems provides the student with a broad liberal education to design and develop information systems for organizations in both the private and public sectors of the economy. The program provides students with both the skills needed for entry-level positions in the information technology (IT) industry as well as a broad perspective on the role and nature of information systems necessary for career advancement in positions of management and leadership.

The Information Systems major allows students to select an area of specialization through the choice of a concentration (College of Arts & Sciences) or minor (Hayworth College). Examples include, but are not limited to the following: a student interested in the business applications of Information Systems can choose the Business concentration; a student interested in the graphical design aspects of Information Systems can choose a concentration in Art; a student interested in writing system specifications and user documentation can choose a concentration in English; a student interested in quantitative applications of Information Systems can choose a concentration in Mathematics; a student interested in human-machine interfaces and technology adoption can choose a concentration in Psychology.

Careers The information technology (IT) industry is one of the fastest growing sectors of the global economy. Thousands of positions are available around the world, and the demand for qualified IT professionals far exceeds the supply. IT professionals design, develop, support and manage computer software, hardware, and networks, such as the Internet. There are many opportunities to function as a systems analyst, network engineer, database administrator, systems integrator, or consultant in industry, government or not-for-profit organizations.

REQUIREMENTS FOR THE MAJOR IN INFORMATION SYSTEMS ARE:

ISYS 270	Introduction to Information Systems
ISYS 310	Applications Programming I
ISYS 330	Applications Programming II
ISYS 350	Systems Analysis, Design and Implementation
ISYS 370	Database Management Systems
ISYS 410	Networking and Telecommunications
ISYS 450	Project Management
ISYS 470	Senior System Project
ISYS 490	Current Issues in Computer Information Systems
PHIL 204	Introduction to Logic
PSYC 205	Applied Psychology

Plus two of the following:

ISYS 492	Topics in Computer Information Systems
ISYS 495	Directed Reading/Independent Study
ART 233	Design Theory
ART 234	Design Laboratory
BUSN451	Interactive and Direct Marketing

REQUIREMENTS FOR THE MINOR IN INFORMATION SYSTEMS ARE:

ISYS 270	Introduction to Information Systems
ISYS 310	Applications Programming I
ISYS 350	Systems Analysis, Design and Implementation
ISYS 370	Database Management Systems

Plus two of the following:

ISYS 410	Networking and Telecommunications
ISYS 450	Project Management
ISYS 470	Senior System Project
ISYS 490	Current Issues in Computer Information Systems
ISYS 492	Topics in Computer Information Systems
ISYS 495	Directed Reading/Independent Study
ART 233	Design Theory
ART 234	Design Laboratory
BUSN451	Interactive and Direct Marketing

INTERIOR DESIGN MINOR

An Interior Design minor is where several disciplines intersect; art, art history, math and more currently business and technology. It pulls liberal arts together with the modern world that is concerned with commerce and global markets. At the core of its appeal is its combinination of function and beauty. The art makes the necessities fulfilling and true.

The expression is in furnishings, textiles, textures, surface treatment, color -- the elements and principles of art come together in the art of living which contributes to noble lives, both personnally and from a business stand point.

Interior design helps make living an artform. A satisfying home environment and/or work environment enhances who we are and sets us on an organized and artfully directed path. We can more easily serve when our environments are stimulating and functional.

REQUIREMENTS FOR A MINOR IN INTERIOR DESIGN

Core:

ARDE	201	Fundamentals of Interior Design I
ARDE	202	Fundamentals of Interior Design II
ART	101	Introduction to Art
ART	216	High Renaissance Art to the Present Time

Choose two of the following:

ARDE	301	Textiles in Interior Design
ARDE	302	Color and Light
ARDE	401	Product Design
ART	204	Drawing
ART	412	Idea Development
	Total:	**18 Hrs.**

MUSIC THERAPY

The Equivalency Program in Music Therapy is for individuals who have a degree in music or are pursuing a degree in music. Completion of the equivalency preprares an individual for an entry-level position as a Board Certified Music Therapist. This certificate program offers the equivalent of the academic and clinical requirements in the undergraduate music therapy degree. It is not a graduate program. An audition and/or placement exam will be administered before admission into the program. Each person's transcripts, training and employment will be considered in fulfilling program requirements. Individuals who have an interest in this field but do not want to seek certification may take MUSC 217, Introduction to Music Therapy, for personal enrichment. In addition to this course, other music therapy courses may satisfy re-certification requirements for music teachers.

COURSE REQUIREMENTS

Music Therapy Courses (15 Hrs.):

MUSC 217	Introduction to Music Therapy (3 Hrs.)
MUSC 211	Music Therapy Methods and Materials for Children with Special Needs (3 Hrs.)
MUSC 311	Music Therapy Methods and Materials for Adults (3 Hrs.)
MUSC 201 & 402	Psychology of Music (3 Hrs. each)
MUSC 409 & 410	Music in Therapy (3 Hrs. each)

Clinical Training (12 Hrs.):

MUSC 131 & 132	Freshman Practicum (1 Hr. each)
MUSC 231 & 232	Sophomore Practicum (1 Hr. each)
MUSC 331 & 332	Junior Practicum (1 Hr. each)
MUSC 431 & 432	Senior Practicum (2 Hrs. each)
MUSC 499B	Professional Internship (2 Hrs.)

Psychology/Natural Sciences Courses (22 Hrs.):

PSYC 201	General Psychology (3 Hrs.)
PSYC 320	Developmental Psychology (3 Hrs.)
PSYC 301	Abnormal Psychology (3 Hrs.)
PSYC 308	The Exceptional Child (3 Hrs.)

2 electives in Psychology (6 Hrs.)

BIO 112 & 112L	Human Physiology & Lab (4 Hrs.) OR
BIO 111 & 111L	Human Anatomy & Lab (4 Hrs.)

Applied Lessons/Proficiencies:

Piano, Voice, & Guitar

Music Courses:

MUSC 343	Percussion (1 Hr.)
MUSC 342	Wind (1 Hr.)
MUSC 341	String (1 Hr.)
MUSC 310	Conducting (2 Hrs.)

(While many of the music therapy and psychology courses will be offered in the Hayworth Evening Program, some courses will only be offered during the day.)

ADMISSION REQUIREMENTS

1. Hold a degree from an accredited institution with a music major (or have completed the equivalent of a music degree.)
2. Submit a completed graduate non-degree application form and a $40 non-refundable application fee.
3. Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate and Adult Admissions Ofice.
4. Audition before music faculty. To schedule an audition, please contact the Music Department Office at 704 337-2213. To schedule an appointment to discuss equivalency, contact Dr. Frances McCLain at 704 337-2301.

NURSING

ASN PROGRAM

Nursing education is continuous, increasingly complex process whereby the individual develops cognitive, psychomotor, and affective abilities. It builds upon a foundation of the life sciences, behavioral sciences, and the liberal arts. Clinical practice effectively develops reflection, problem-solving skills, competencies, and the use of technology. The educational climate fosters professional development, support, respect, accountability, self-direction, collaboration, ethical and legal decision-making and life-long learning. Through the educational process, role modeling and collegial interactions, the graduate of this program is prepared to be a novice practitioner of nursing and a contributing member of society.

For application information, admission requirements, enrollment prerequisites and course descriptions, please refer to the Presbyterian School of Nursing at Queens University of Charlotte brochure. To receive a copy of the brochure, please contact the Hayworth Admissions Office at 704 337-2314.

BSN PROGRAM

The Vail Program of Nursing is accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202 887-6791.

The Vail Program of Nursing is a four-year baccalaureate degree program providing opportunities for the development of the professional nurse through courses in the humanities; social, behavioral and natural sciences; fine arts; and nursing.

Students with a variety of backgrounds may be accommodated within the program. Students pursuing nursing for the first time, those with some nursing background, and those licensed to practice nursing (RNs) may all enter the Bachelor of Science in Nursing program.

The program provides an atmosphere in which the individual can develop a personal and professional value system. Pre-licensure graduates are eligible to apply to take the NCLEX-RN licensing exam. All graduates are prepared to practice professional nursing in a variety of settings and specialties. The curriculum prepares students for graduate study in nursing.

Admission to the Major Admission to Queens University of Charlotte does not guarantee admission to the nursing major. Acceptance to the nursing major is competitive and selective. Acceptance is based on a Queens cumulative grade point average and a prerequisite course grade point average of 2.500 and at least a C- in the theory and lab components of all prerequisite courses. When the number of qualified student applicants exceeds the number that can be admitted, the amount of coursework taken at Queens will take on increased significance.

Application to the Major All students must make formal application to the nursing program during the Fall semester in which a minimum of 18 of the 22 prerequisite hours are completed. Application requirements include:

- Non-refundable application fee
- Prerequisite check-list with supporting transcripts

Students can receive specific information about clinical course requirements, admission, and application from their nursing advisor. The Nursing Student Qualifications Committee (NSQC) reviews applications at specified times during the year and notifies students of committee decisions in a timely manner. Application packets are available in the Nursing Office (704 337-2276) and are due on or before October 7.

Special Information for Registered Nurses The nursing major at Queens offers a curriculum designed to accommodate career advancement and the diverse learning needs of registered nurses (RNs). The length of the program will depend upon prior academic preparation and individual scheduling. In addition to meeting the same admission requirements of pre-licensure students, RN requirements include:

- Copy of current, unrestricted license to practice as an RN in North Carolina
- Evidence of current work experience or successful completion of validation examinations,

RNs generally apply to the major while they are enrolled in NURS 310.

BSN DEGREE REQUIREMENTS

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all Hayworth College graduation requirements as well as the requirements for the nursing major. Any request for exceptions to the outlined nursing major requirements are to be sent in writing to the chair of the NSQC. Requests should be addressed to the Nursing Office at Queens University of Charlotte. In order to graduate with a degree in nursing, a student must earn at least a C- in all the required courses listed below.

PREREQUISITE COURSES TO THE MAJOR:

BIOL	111	Human Anatomy & lab
BIOL	112	Human Physiology
BIOL	120	Introduction to Medical Microbiology
CHEM	102	General Chemistry II & lab (High school chemistry, CHEM 101 or equivalent is prerequisite.)
PSYC	201	Introduction to Psychology
NURS	302	Health Assessment (RNs only)
NURS	205	Nutrition (Pre-licensure students only)
NURS	310	Nursing: A Practice Discipline (RNs only)

Additional Required Courses for the Major:

MATH 206	Statistical Methods (Pre- or Co-requisitie to NURS 400)
PSYC 320	Developmental Psychology (prerequisite for RNs) (Prerequisite to junior year for pre-licensure students)

NURSING MAJOR COURSES REQUIRED FOR PRE-LICENSURE STUDENTS

NURS 302	Health Assessment
NURS 306	Introduction to Professional Nursing
NURS 320	Adult Health Nursing I
NURS 322	Adult Health Nursing II
NURS 334	Maternal & Newborn Nursing
NURS 336	Child Health Nursing
NURS 354	Nursing Perspectives I
NURS 400	Nursing Research
NURS 401	Leadership in Nursing
NURS 402	Community Health Nursing
NURS 408	Mental Health Nursing
NURS 454	Nursing Perspectives II
NURS 498	Nursing Internship I
NURS 499	Nursing Internship II

NURSING MAJOR COURSES FOR REGISTERED NURSE STUDENTS

NURS 400	Nursing Research
NURS 401	Leadership in Nursing
NURS 402	Community Health Nursing
NURS 442	Complex Nursing Situations
NURS 454	Nursing Perspectives II

ORGANIZATIONAL COMMUNICATION

Communication is the lifeblood of all organizations, whether local or national, corporate or nonprofit, governmental or professional. From meetings to management, from delegation to decision making, from interpersonal relationships to public speeches, communication processes not only maintain but create organizations. The study of organizational communication provides students with the ability to analyze and understand audiences, situations, and sources, and to develop appropriate messages in a variety of contexts. Thirteen courses (37 hours) are required for the major.

REQUIREMENTS FOR THE MAJOR IN ORGANIZATIONAL COMMUNICATION ARE:

Core Courses *(13 Hrs)*

OCOM 215	Business and Professional Speaking
OCOM 216	Business and Professional Writing
OCOM 305	Organizational Communication
OCOM 475	Communication Theory and Research
OCOM 499	Capstone Project

Cluster One: Organization and Management *(Choose one)*

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 310	Communication in Management
OCOM 320	Organization Development
OCOM 330	Human Resource Development
OCOM 340	Training and Consulting

Cluster Two: Human Interaction *(Choose one)*

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM	312	Nonverbal Communication
OCOM	322	Interpersonal Communication
OCOM	332	Conflict Management
OCOM	342	Group Dynamics and Team Building

Cluster Three: Diversity and Ethics *(Choose one)*

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM	317	Gender and the Workplace
OCOM	327	Intercultural Communication
BUSN	320	Business Ethics
PHIL	207	Ethics

Core Courses and Cluster Total: 22 Hours

Plus at least 15 credit hours:
Students may choose from the courses offered in the three clusters and the following:

OCOM	207	Nonfiction Writing
OCOM	301	Film: Process and Product
OCOM	309	Communication and Campaigns
OCOM	335	Persuasion
OCOM	350	Independent Study
OCOM	360	Topics in Organizational Communication
BUSN	340	Marketing

REQUIREMENTS FOR THE MINOR IN ORGANIZATIONAL COMMUNICATION ARE:
At least 18 credit hours are required for the minor, including the following core courses:

OCOM	215	Business and Professional Speaking
OCOM	216	Business and Professional Writing
OCOM	305	Organizational Communication
OCOM	475	Communication Theory and Research

PHILOSOPHY & RELIGION MINOR

The study of philosophy and religion is worthwhile both for the intrinsic value of inquiring into what is best in thought and living, and also for the practical value of the intellectual habits one gains. Literally meaning "love of wisdom," philosophy is the inquiry into fundamental questions that humans ask: what is the good life? what is most real? how can humans know? what is sound reasoning? what is the good life for humans? The academic study of philosophy and religion focuses on the "turning of the soul" and how communities as well as other religious traditions, the study of religion gives the basis for a good life. In keeping with Queens' Presbyterian tradition, we recognize the importance of "thinking the faith."

Students of philosophy and religion significantly enhance their critical thinking and analytical skills, as well as their communication skills. The broad inquiry into patterns of thought strengthens problem-solving ability, and helps the student attain a depth of thought that is invaluable for a wide variety of graduate studies and careers.

The minor consists of 6 courses, at least one of which must be a 300-level course.

200-level courses:

PHIL 203	Introduction to Philosophy
PHIL 204	Introduction to Logic
PHIL 207	Ethics
RELG 205	Old Testament
RELG 206	New Testament
RELG 210	Introduction to World Religions

300-level courses:

PHIL 305	Medical Ethics
RELG 310	The Book of Revelation and Apocalyptic Thought
RELG 344	Christian Ethics
RELG 345	Religion in America (may also be taken as HIST 345)
PHIL 349	Topics in Philosophy
RELG 349	Topics in Religion

PSYCHOLOGY

The department emphasizes the development of an understanding of factors important in determining behavior. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. A major in Psychology provides a basis for graduate study in areas of psychology, education, social sciences, social work and law as well as a foundation for careers in personnel, social work, mental health and similar areas.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY ARE:

Core: (16 Hrs.)

PSYC 201	General Psychology
PSYC 201L	General Psychology Laboratory (Fall 04)
MATH 206	Statistical Methods
PSYC 306	Experimental Psychology
PSYC 306L	Laboratory in Experimental Psychology
PSYC 400	Advanced General Psychology I
PSYC 401	Advanced General Psychology II
PSYC 406	Advanced Research Participation

Choose at least one of the following Experimental Psychology courses: (3 Hrs.)

PSYC 314	Psychology of Learning
PSYC 316	Cognitive Psychology
PSYC 412	Physiological Psychology

Choose at least one of the following Social/Developmental courses: (3 Hrs.)

PSYC 303	Social Psychology
PSYC 320	Developmental Psychology
PSYC 330	Psychology of Adulthood and Aging

Choose at least one of the following Clinical/Assessment courses: (3 Hrs.)

PSYC 302	Psychology of Personality
PSYC 304	Abnormal Psychology
PSYC 305	Introduction to Counseling
PSYC 311	Psychological Tests
PSYC 404	Psychopathology in Childhood and Adolescence

Choose four additional courses (12 Hrs.) *from any of the courses offered by the Psychology Department as approved by the major advisor.*

Total 37 Hrs.

Additional required course for the major:

MATH 206	Statistical Methods

Prerequisite PSCY 201 is prerequisite to all psychology courses except PSYC 205.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY ARE:

PSYC 201	General Psychology

Plus one course chosen from:

PSYC 302	Psychology of Personality
PSYC 303	Social Psychology
PSYC 304	Abnormal Psychology

Plus one course chosen from:

PSYC 311	Psychological Tests
PSYC 314	Psychology of Learning
PSYC 412	Physiological Psychology

Plus three additional courses from the entire departmental offerings.

A student planning to minor in Psychology should check with a departmental member.

RADIOLOGIC TECHNOLOGY

A student may not be admitted to candidacy for the degree until certified by the American Registry of Radiologic Technologists, with a transcript from any hospital school accredited by the American Registry of Radiologic Technologists and approved by the University. Thirty semester-hours of credit are assigned to professional courses carried in the school of radiologic technology; these constitute the major. All of these 30 credit hours shall be considered equivalent to 300-400 level courses.

The Bachelor of Arts degree with a major in Radiologic Technology will be granted upon successful completion of an additional 90 credit hours of approved college work. All degree requirements must be met.

Graduate Programs

Within the overall purpose of Queens University of Charlotte, the goals of Hayworth College are to provide graduate education within a liberal arts framework to non-traditional students in the Charlotte community. Graduate programs provide advanced, specialized education, which prepares students for professional careers. These programs also seeks to develop personal and professional values that are necessary for responsible citizenship. Graduate Programs in Hayworth College lead to the Master of Arts (MA) degree in Organizational Communication, the Master of Arts in Teaching (MAT) degree in elementary education, post-baccalaureate teacher licensure, and the Master of Science in Nursing (MSN) degree.

ACADEMIC POLICIES

ACADEMIC RESPONSIBILITY While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements of a degree.

ACADEMIC ADVISING An academic advisor is assigned to help the student with this responsibility and the designated advisor should approve all academic plans. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

CATALOG OF ENTRY In general, a student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled in courses at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If students are readmitted they re-enter under the Catalog in effect at the time of readmission.

VARIATIONS IN DEGREE REQUIREMENTS Any change in degree requirements must be approved by the appropriate Graduate Student Qualifications Committee.

ADMISSION ELIGIBILITY Acceptance to a graduate program will remain effective for two semesters following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after that are required to reapply, and the subsequent admission decision will be based on the existing admission standards at the time of reapplication.

TIME LIMIT FOR DEGREE REQUIREMENT All course work for the Master of Arts in Teaching degree or the Master of Arts in Organizational Communication degree must be completed within seven years of matriculation. All course work for the Master of Science in Nursing degree must be completed within five years of matriculation. The appropriate Student Qualifications Committee may grant exceptions to these time limits.

TRANSFER OF COURSES

Any grade received from another institution will not be included in the Queens grade point average. Typically, no more than six hours (two courses) of graduate credit are accepted in transfer work. Only graduate courses with a grade of "B" or better will be considered for transfer credit. Graduate students may receive special permission to take courses at another accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs.

Upon admission Courses considered for transfer credit must have been completed within the three years immediately preceding admission into a Queens University of Charlotte graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level, and equivalency to the course in the Queens graduate program.

After admission After a student has been admitted to a graduate program he/she must request prior approval from the graduate student advisor to receive credit for transferred courses. An official transcript of work done at another institution must be sent to the Registrar.

REGISTRATION All students are expected to register at the time and place indicated on each term schedule.

COURSE LOAD A full-time graduate academic load is nine credit hours per term. A student who is employed full-time should not take more than six graduate credit hours or nine credit hours of combined graduate and undergraduate courses per term.

DUAL ENROLLMENT Students enrolled in a graduate program may also take undergraduate courses at Queens. They may register for these classes at the same time and place as graduate class registrations, as long as they meet the necessary prerequisites or any other restrictions that apply to an individual class. Dual enrollees will follow the procedures, policies, and calendar of the undergraduate college in which they have enrolled.

DROP AND ADD The drop and add period is limited. When a course is dropped during that period, there is no record of that registration, and no tuition charge is incurred for that course. Students who drop all courses at Queens University of Charlotte in their first semester of attendance will not have matriculated into the University. To drop or add a course the student must contact the Hayworth Office or Registrar's Office to complete the appropriate form. After the drop/add period has ended, a student must withdraw from any course he does not intend to complete in order to receive a grade status of "W".

WITHDRAWAL FROM A COURSE The withdrawal period is limited. The deadline for course withdrawal is published each term in the term calendar. To withdraw from a course the student must contact the Hayworth Office or Registrar's Office to complete the appropriate form. After the deadline for withdrawal a student who does not intend to complete a course and wishes to receive a grade status of "W" must receive special permission from the Graduate Student Qualifications Committee. A student who simply stops attending class during the semester will receive a grade of "F" for the course.

WITHDRAWAL FROM THE UNIVERSITY

By the Student A student who wishes to withdraw from the University must notify the Hayworth Office and complete the appropriate form. Upon withdrawal, all grades in progress will be recorded as "W". A student who simply stops attending classes will receive a grade of "F" for all courses.

By the University If a student does not register for a course for two consecutive terms, the student will be administratively withdrawn from the University and considered an inactive student. An inactive student must apply to the admissions office for readmission, and may resume studies under the Catalog in effect at the time of readmission. The University reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Leave of Absence Graduate students may request a leave of absence for a number of terms not to exceed one calendar year. A request for a leave of absence should be sent in writing to the Academic Advisor of the Program. Students who return on the agreed-upon date re-enter the program with the same status held at the time they left. Students who do not obtain a formal leave of absence, or those who do not return in the agreed-upon term, shall be considered withdrawn from the University and will have to reapply to gain readmission.

READMISSION Inactive students who were in good standing and who wish to re-enroll should submit a new application and any additional materials requested, including transcripts from all colleges attended since leaving Queens University of Charlotte. Readmitted students adhere to the requirements of the Catalog at the time of re-entry.

GRADUATION

Graduation Requirements Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No more than six extra hours (two courses) may be taken for the purpose of increasing the student's grade point average to the required level. No course with an assigned grade below "C" may apply toward degree requirements.

Application for Graduation It is the student's responsibility to be aware of progress toward the degree, and to file a completed Application for Graduation form in the Registrar's Office before the first day of class in the term before the term in which the degree requirements will be completed. It is recommended that graduate students file an intent to graduate six months before completion of a program.

Commencement Exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The diploma is awarded at this time.

GRADING

Graduation requirements are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality Points
A = Excellent	4.000
B = Satisfactory	3.000
C = Poor	2.000
F = Failing	0.000
P = Passing	0.000

Course Status	Quality Points
I = Course Work Incomplete	0.000
W = Student Withdrawal	0.000

Grade Point Average The grade point average is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of "A", "B", "C", and "F". Courses with grades or status of "P", "W", and "I" are not figured in the grade point average. A student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Pass / No Record Some graduate classes may be offered on a Pass / No Record basis. Pass in a graduate course is equivalent to "A" or "B". A graduate course may not be taken on a Pass / No Record basis unless this grade status is specified in the course description.

Incomplete Status Only the faculty member may assign a course status of Incomplete "I". When a faculty member assigns a grade status of "I" in a course for a student, the faculty member must complete the appropriate form in the Registrar's Office. A status of Incomplete "I" may be assigned if a student is passing the course and has a justifiable reason for not completing the work on time. This status must be changed within one year of the end of the term in which the status was recorded by completing the stipulated work. Otherwise, the instructor or the Registrar may change the status as appropriate. No student with a status of "I" may receive a degree. Neither credit hours nor grade points are awarded for a course whose status is "I".

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Graduate Student Qualifications Committees. At the end of each term, the appropriate committee reviews the academic record of each student who is in academic difficulty.

Academic Probation and Dismissal A graduate student who earns an "F" in any course will be subject to dismissal from the University. Students will be placed on probation if they earn a grade of "C" in two graduate courses, or if their grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the appropriate committee at the end of each term. To be removed from probation the student's cumulative record must be at least 3.000 and the student must not have more than two grades below "B" on their academic record.

If an education or organizational communication student cannot be removed from probation after one term, he or she is subject to academic dismissal from the University.

If a nursing student cannot be removed from probation after two consecutive terms following probation, that student is subject to academic dismissal from the University.

Admission on Probation Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Readmission after Dismissal A student dismissed from a graduate program may apply for readmission after an absence of at least one term. An application must be submitted to the Hayworth Graduate Admissions Office along with a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens. The application will be submitted to the appropriate Graduate Student Qualifications Committee for action. A student readmitted to a graduate program following academic dismissal is normally placed on academic probation.

THE HONOR CODE

The Honor Code of Queens University of Charlotte is at the heart of our commitment to integrity and academic freedom. The purpose of the Honor Code is to provide this community with an atmosphere of mutual trust among students, faculty, and administration. The Honor Code is binding on all members of the University community and applies to all phases of life at the University. Queens students are responsible for their personal conduct at all times and shall be subject to discipline, including possible suspension, for behavior that discredits themselves or the University. As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge.

In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Honor Code:

As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.

Academic Pledge: I pledge truthfulness and absolute honesty in the performance of all academic work.

Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring, or altering information without authorization. Suspected violations of the Honor Code by an undergraduate student should be reported to the Dean of Hayworth College, and will be heard by The Hayworth College Hearing Board. Suspected violations of the Honor Code by a graduate student should be reported to the Dean of Graduate Programs and will be dealt with by The Hayworth College Hearing Board.

STUDENT RECORDS

Public Records (Directory Information) The following information on individual students is considered Directory Information and is public: full name, local address, home address, telephone number, date of birth, major field of study, dates of attendance at Queens University of Charlotte, class year, degrees, honors and awards received, participation in officially recognized University activities and student organizations, parents' names, class schedules, and religious affiliation. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists. Students who do not wish this information made public may inform the Registrar's Office, requesting a **"Directory Hold"** in writing, within 10 days after registration each term. The Registrar will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO, and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores, and other academic work.

Official Records Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University.

Official records DO NOT include the following: transcripts from other colleges and universities, letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others. Documents received from outside sources are the property of Queens and will not be released to students.

Access to Official Records Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for five years after the student leaves the University. Only the transcript is kept indefinitely.) Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The permanent academic record (transcript) will not be allowed outside the Registrar's Office. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to university officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading, or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material.

RECORDS OF PROGRESS

The University maintains records of progress on both veteran and non-veteran students. Progress records are furnished to all students at the end of each scheduled academic term.

RECORDS OF IMMUNIZATION

Students who are enrolled in four or more credit hours, and who are taking any classes which begin before 4 pm Monday through Friday, are required to provide valid documentation of immunizations to be compliant with North Carolina state law. Forms for this purpose are available from and are kept on file in the Health and Wellness Center.

Student Age, Vaccines, and Dose Requirements

Students 17 years of age and younger

DTP or Td[2]	Polio	Measles[2]	Mumps[4]	Rubella[4]
3	3	2	1	1

Students born in 1957 or later and 18 years of age or older

DTP or Td[1]	Polio	Measles[3]	Mumps[4]	Rubella[4]
3	0	2	1	1

Students born before 1957

DTP or Td	Polio	Measles	Mumps	Rubella
3	0	0	0	1

Students 50 years of age and older

DTP or Td	Polio	Measles	Mumps	Rubella
3	0	0	0	0

1. DTP (Diphtheria, Tetanus, Pertussis), Td (Tetanus, Diphtheria): One Td booster dose within the last 10 years.
2. Measles: one dose on or after 12 months of age; second at least 30 days later.
3. Two Measles doses if entering college for the first time after July 1, 1994.
4. One dose on or after 12 months of age.

“It is so important for people who have not finished their degrees to return to college. Queens will always hold a special place in my heart, and I am proud to be a part of its success in adult education.” – *Pauline Lewis Hayworth*

(Left to right): a Hayworth student, Pauline Lewis Hayworth ’50, *Queens University of Charlotte Trustee*, Dr. Darrel L. Miller, Dean, *Hayworth College and Graduate Programs*

GRADUATE EDUCATION PROGRAMS

DEGREE REQUIREMENTSMASTER OF ARTS IN TEACHING (MAT)

The MAT program supports the purpose of Queens University of Charlotte which is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens University of Charlotte believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

GOALS

The MAT program will:

- provide opportunities for the teacher to develop insights into the understandings of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends
- develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- provide the teacher with a concentrated study of the instructional areas of the elementary curriculum
- develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- promote increased understanding of advanced computer skills and integrate technology into the curriculum

OBJECTIVES

The MAT program will:

- develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated classroom program
- develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- develop knowledge and understanding of the mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards mathematics
- develop knowledge of science concepts, principles, and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

ADMISSION to the MAT Program

Those interested in the MAT program should contact the Graduate & Adult Admissions office at 704 337-2314. To be considered for admission to the MAT program, an applicant must:

1. Hold a baccalaureate degree in a major other than education from an accredited institution
2. Submit a completed graduate application form, including the non-refundable $40 application fee
3. Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate & Adult Admissions Office
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work.
5. Provide the Graduate & Adult Admissions Office with two letters of reference
6. Submit satisfactory scores on the Graduate Record Examination (GRE). Verbal 380 / Analytical 380 or 3.0 / Quantitative 410
7. Provide an in-house writing sample. Candidates should contact Graduate & Adult Admissions Office to make arrangements.
8. Schedule a personal interview. Please call 704 337-2314 for an appointment.
9. International students must also submit the following documents:
    a) Test scores of 550 or higher on the written exam or 213 or higher on the computer based exam on the Test of English as Foreign Language (TOEFL) Examination.
    b) Certified English translation of all prior academic records for work that corresponds to the bachelor's degree in the United States.
    c) Bank statements stating that funds, in US currency, are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

FULL GRADUATE STATUS is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, an acceptable GRE score, and the satisfactory completion of any required preparation or prerequisite courses.

PRELIMINARY GRADUATE STATUS is accorded applicants who have not yet completed the required prerequisite courses or preparatory requirements. Students should notify the graduate office when all preliminary course work has been completed to receive full graduate status. Students must be at full graduate status before the student teaching internship experience.

PROBATIONAL ACCEPTANCE Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens.

CONDITIONAL ACCEPTANCE Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens.

NONDEGREE GRADUATE STATUS A student who wishes to take graduate courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree graduate status. Typically, to be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into the graduate program.

Generally, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must be admitted with full graduate status or receive special permission in order to continue.

NONDEGREE TRANSIENT STATUS A student who wishes to take a graduate course for transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the Education Division at Queens University of Charlotte.

RETENTION

Retention in the program is based on the expectation that students demonstrate the characteristics of, and conduct themselves as members of, the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject taught
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for failure to recommend students for licensure.

DEGREE REQUIREMENTS
MASTER OF ARTS IN TEACHING

PROFESSIONAL COURSE WORK

The MAT is a two phase program consisting of 39 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. A 9 credit hour student teaching internship in the Charlotte-Mecklenburg School System (CMS) is required. This experience is the capstone of the program. Enrollment in EDUC 499 Professional Internship takes place only after the completion of all Phase I professional course work.

COMPREHENSIVE EXAMINATION

A comprehensive written examination is required. The examination is taken at the end of Phase II when all other program requirements are satisfied. Students must successfully complete the examination before they are awarded the degree. The exam is evaluated on a pass/fail basis.

UNDERGRADUATE COMPETENCY REQUIREMENTS

The MAT program and the North Carolina Department of Public Instruction require a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- Literature
- World Civilization Since 1650
- The United States Since 1877
- One course in college mathematics
- General Psychology
- Principles of Sociology
- One laboratory science course
- One economics course
- One additional social science course, preferably political science
- Two additional liberal arts courses chosen from different disciplines, (i.e. music, art, drama, foreign language, speech, philosophy)

All Competency (General Education) requirements must be completed before enrolling in EDUC 499 Professional Internship.

PROGRAM OF STUDY FOR MAT

The MAT program is designed to offer North Carolina licensure in elementary education to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial "A" level licensure. Once employed as a teacher, candidates complete Phase II. At the end of Phase II, candidates earn the MAT and upgrade to an advanced masters "M" level license.

Phase I

The course of study for Phase I provides candidates with teaching competencies identified by the North Carolina Department of Public Instruction (NCDPI).

Hours	Course No.	Title
3	EDUC 501	Human Learning and Cognition *(Spring)*
3	EDUC 502	Child & Young Adolescent Development *(Summer)*
3	EDUC 513	Mathematics Curriculum, Instruction & Assessment *(Spring)*
3	EDUC 514	Educational Technology *(Summer)*
3	EDUC 515	Foundations of American Education *(Spring)*
3	EDUC 520	Elementary School Curriculum and Instruction *(Fall)*
3	EDUC 524	Diagnosis and Correction of Reading Difficulties *(Fall)*
3	EDUC 527	Teaching Reading and Other Language Arts *(Spring)*
3	EDUC 533	Science Curriculum, Instruction and Assessment *(Fall)*
3	EDUC 540	Social Studies Curriculum, Instruction and Assessment *(Summer)*
9	EDUC 499	Professional Internship *(Fall or Spring) Or*
3	EDUC 498	Supervised Internship for Lateral Entry Teachers *(Fall or Spring)*

Total credit hours = 39 (ten courses plus internship)

Other Phase I Requirements:

- 10 Hours Additional Field Experience
- Pass PRAXIS II Tests
- Submit Technology Portfolio

Field Experiences In conjunction with course requirements, the program requires field experiences in a variety of grade levels in the CMS System. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment.
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one or small group settings

In addition, candidates will design and complete a 10-hour-minimum field placement at an elementary school of their choice. The purpose of this experience is to broaden candidates' knowledge and enable them to pursue their interest in the variety of elementary school configurations. A field experience proposal must be submitted and approved by the division prior to beginning the self-designed field experience. Forms for this purpose are available from the Education Division.

Candidates are asked to keep a reflective journal documenting the self-designed field experience. Completed journals will be submitted to the Education Division prior to the internship semester.

State-Mandated Tests North Carolina Licensure requires candidates to successfully pass the elementary education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the Education Division. Currently in North Carolina, required tests for elementary education candidates are:

- Elementary Education: Curriculum, Instruction and Assessments (Test Code 10011)
- Elementary Education: Content Area Exercises (Test Code 20012)

Technology Portolios North Carolina Licensure requires candidates to demonstrate computer competencies through portfolios. Information about the portfolios is distributed in EDUC 514 Educational Technology.

At the completion of all Phase I requirements, candidates apply for North Carolina initial licensure level 'A'. At this point, candidates are licensed to teach in grades K-6 in public schools in North Carolina. All Phase I courses/requirements must be completed before the start of Phase II.

Phase II

NOTE: Only candidates who have been recommended for licensure by Queens and who have received "A" level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies, build on and align with the National Board propositions for experienced teachers, and match the core competencies required for advanced licensure. Candidates are classroom teachers in Phase II.

Hours	Course No.	Title
3	EDUC 503	Educational Research and Evaluation *(Fall)*
3	EDUC 525	Diversity in Schools *(Spring)*
2	EDUC 551	Teacher as Researcher *(Fall)*
1	EDUC 552	Seminar in Reflective Practice (co-requisite EDUC 551) *(Fall)*

Total credit hours = 9

MAT conferred; apply for advanced licensure level 'M'.

Other Phase II Requirements:

- Action Research Project
- Teaching Portfolio
- Comprehensive Examination

The Action Research Project is a culminating activity for Phase II EDUC 551 Teacher as Researcher. Candidates conduct original research, report it as a publishable paper, and present it at an Action Research Symposium.

The Teaching Portfolio Presently, the NCDP requires initially licensed teachers to advance through a performance-based licensure (PBL) process. The purpose of the 'Teaching Portfolio' is to assist candidates as they work through this process.

The Comprehensive Examination allows candidates to demonstrate their ability to synthesize program knowledge. The examination is evaluated on a pass/fail basis.

SUGGESTED COURSE SEQUENCE

Students may begin the MAT program in any term - spring, summer, or fall. A sequence of courses can be developed for individual students by the Education Advisor.

Notes:

- EDUC 520 Elementary School Curriculum and Instruction should be taken as early in the program as possible
- EDUC 527 Teaching Reading and Other Language Arts should be taken before EDUC 524 Diagnosis and Correction of Reading Difficulties
- EDUC 499 Professional Internship should be scheduled for the final term of Phase I.
- All Phase I course work and General Education requirements must be completed before Phase II

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, completion of Phase I of the MAT program and passing scores on the Specialty Area components of the PRAXIS are required as well as any additional requirements mandated by the North Carolina Department of Public Instruction.

ADMISSION TO STUDENT TEACHING

Students must apply for student teaching in the term preceding their planned student teaching semester. All Phase I professional course work must be completed before the student teaching semester. Minimum criteria for admission to student teaching are:

- a cumulative grade point average of 2.50
- recommendation by the major department
- approval of the Education Division and Teacher Education Committee

RETENTION IN THE PROGRAM

Retention in the program is based on the expectation that candidates demonstrate characteristics of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject area
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend candidates for licensure.

MASTER OF EDUCATION IN LITERACY (MEd.)

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

The MEd. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The MEd. is designed for candidates who hold an undergraduate degree, who hold a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The MEd. program consists of 36 hours of coursework, leading to an "M" level license in the state of North Carolina.

ADMISSION REQUIREMENTS

- A completed graduate application and $40 application fee
- Official transcripts from each college or university attended submitted in sealed envelopes
- Two letters of recommendation, one of which must come from the principal of the school in which you are employed
- Satisfactory scores on the Graduate Record Exam
- A copy of a valid teaching license and evidence of two years teaching experience
- An original writing sample to be completed in the admissions office

DEGREE REQUIREMENTS

MASTER OF EDUCATION IN LITERACY

Hours	Course No.		Title
3	EDUC	601	Educational Research and Evaluation
3	EDUC	608	Teaching the Diverse Learner
3	EDUC	615	Word Study
3	EDUC	620	Young Adult Literature
3	EDUC	630	Foundations of Reading Instruction
3	EDUC	640	The Teaching of Writing
3	EDUC	650	Assessment, Diagnosis, and Instruction to Remediate Reading Difficulties (Co-requisite EDUC 660)
3	EDUC	660	Practicum in Reading Diagnosis
3	EDUC	670	Current Issues and Practices in Literacy

3	EDUC	680	Action Research
3	EDUC	690	Seminar in Collaborative Leadership and Professional Development

COURSE ROTATION:

Year 1

Spring	EDUC 601 Educational Research and Evaluation
Summer	EDUC 608 Teaching the Diverse Learner **and** EDUC 615 Word Study **or** EDUC 620 Young Adult Literature
Fall	EDUC 630 Foundations of Reading A or B

Year 2

Spring	EDUC 640 The Teaching of Writing A or B
Summer	EDUC 650 Assessment, Diagnosis, and Instruction to Remediate Reading Difficulties **and** EDUC 660 Practicum in Reading Diagnosis
Fall	EDUC 670 Current Issues and Practices in Literacy

Year 3

Spring	EDUC 680 Action Research
Summer	EDUC 690 Seminar in Collaborative Leadership and Professional Development

STUDENT STATUS

FULL STATUS is accorded applicants who have met all admissions requirements.

ADMISSION ON PROBATION Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

PRELIMINARY GRADUATE STATUS is accorded applicants who have not yet completed the required prerequisite courses or preparatory requirements. Students should notify the graduate office when all preliminary course work has been completed to receive full status. Students must be at full status before the student teaching internship experience.

PROVISIONAL ADMISSION Students admitted provisionally must meet the terms of full admission in order to continue in the program.

NONDEGREE STATUS A student who wishes to take courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree status. Typically, to be admitted as a non-degree student, an individual must complete the same admissions procedures as other post-baccaulaureate applicants and meet the standards for general admission into the program.

Generally, a non-degree student may not take more than six credit hours. After completion of six credit hours, the student must be admitted with full status or receive special permission in order to continue.

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, completion of the program and passing scores on the Specialty Area components of the PRAXIS are required as well as any additional requirements mandated by the N.C. Department of Public Instruction.

RETENTION IN THE PROGRAM

Retention in the program is based on the expectation that candidates demonstrate characteristics of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject area
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend candidates for licensure.

POST-BACCALAUREATE TEACHER LICENSURE

In addition to providing graduate programs, the Education Division has developed individual programs for post-baccalaureate, non-degree candidates seeking initial North Carolina Class "A" licensure. Queens University of Charlotte is accredited by the state of North Carolina to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of English, mathematics, biology, history, or general social studies
- Spanish or French (K-12)

With the exception of the student teaching practicum, all education course work can be completed in the evening.

Content area courses required for secondary licensure (9-12) in English are offered in the evenings. Content courses for licensure in other areas of secondary (9-12) and K-12 Spanish or French are available for students who can take classes during the day.

ADMISSION TO THE POST-BACCALAUREATE TEACHER LICENSURE PROGRAM

Individuals who hold a bachelor's degree and are interested in obtaining teacher licensure in the areas listed above should contact the Graduate & Adult Admissions Office at 704 337-2314 for information.

To be considered for admission to the Post-Baccalaureate Teacher Licensure Program (PBTL), an applicant must:

1) Hold a baccalaureate degree from an accredited institution with a major in the subject area for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from an accredited institution.
2) Submit a completed graduate application form, including the non-refundable $40 application fee.
3) Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate & Adult Admissions Office.
4) Have a cumulative grade point average of at least a 2.500 or better on a 4.00 scale on all post-secondary academic course work, or receive special permission from the admissions committee. The grade point average on all major courses required for preparation for the area of the proposed graduate study should be 3.00 or better on a 4.00 scale.
5) Provide the Graduate & Adult Admissions Office with two letters of reference. (Not required for lateral-entry teachers)

6) Submit satisfactory scores on the Graduate Record Examination (GRE) or PRAXIS I, Pre-Professional Skills Test before student teaching. (Not required for lateral-entry teachers)
7) International students must also submit the following documents:
   a) Test scores of 550 or higher on the written exam or 213 or higher on the computer based exam on the Test of English as Foreign Language (TOEFL) Examination.
   b) Certified English translation of all prior academic records for work that corresponds to the bachelor's degree in the United States.
   c) Bank statements stating that funds, in US currency, are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

FULL STATUS is accorded applicants who have met all admissions requirements.

ADMISSION ON PROBATION Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

PROVISIONAL ADMISSION Students admitted provisionally must meet the terms of full admission in order to continue in the program.

NON-DEGREE STATUS A student who wishes to take courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree status. Typically, to be admitted as a non-degree student, an individual must complete the same admissions procedures as other post-baccaulaureate applicants and meet the standards for general admission into the program.

Generally, a non-degree student may not take more than six credit hours. After completion of six credit hours, the student must be admitted with full status or receive special permission in order to continue.

PROGRAM OF STUDY

The Post-Baccalaureate Teacher Licensure Only Program is designed to offer North Carolina Class 'A' Licensure to post-baccalaureate, non-degree seeking candidates. Queens University of Charlotte has state approval to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of English, Mathematics, Biology, History, or General Social Studies
- Spanish or French (K-12)

PROFESSIONAL EDUCATION REQUIREMENTS (K-6)

Courses:

EDUC 221	Foundations of American Education
EDUC 225	Elementary School Curriculum and Instruction
EDUC 270	Technology in Education
EDUC 310	Educational Psychology
EDUC 401	Teaching Reading and Other Language Arts
EDUC 402	Diagnosis and Correction of Reading Difficulties
EDUC 404	Mathematics Curriculum, Instruction and Assessment
EDUC 411	Social Studies Curriculum, Instruction and Assessment
EDUC 412	Science Curriculum, Instruction and Assessment
EDUC 499	Professional Internship *Or*
EDUC 498	Supervised Internship for Lateral Entry Teachers

PROFESSIONAL EDUCATION REQUIREMENTS
SECONDARY LICENSURE (9-12) AND FOREIGN LANGUAGE (K-12)

Courses:
EDUC 221 **or** EDUC 515 Foundations of American Education (3 Hrs.)
EDUC 270 **or** EDUC 514 Educational Technology (3 Hrs.)
EDUC 310 Educational Psychology (3 Hrs.)
EDUC 345 Content Area Reading (3 Hrs.)
EDUC 436 Secondary Methods & Materials (3 Hrs.)
EDUC 499 Supervised Internship (3 Hrs.)
    Lateral Entry Teachers Only
EDUC 299 Exploratory Internship: Foreign Langauge Only (1, 2 or 3 Hrs.)
    Non-Lateral Entry Teachers
EDUC 499C Professional Internship: Secondary Candidate Teaching (9 Hrs.)
    Non-Lateral Entry Teachers
EDUC 452 Post-Practicum Seminar in Secondary Education (2 Hrs.)
    Non-Lateral Entry Teachers

POST-BACCALAUREATE TESTING

Post-baccalaureate candidates must provide acceptable scores on the PRAXIS I, Pre-Professional Skills Test (PPST) or the Graduate Record Examination (GRE) during the first term of enrollment for non-lateral entry teachers. The PPST has three components: Reading, Writing, and Mathematics. Scores are set by the North Carolina Department of Public Instruction on each component. Information and registration bulletins are available in the Education Division.

North Carolina Licensure requires post-baccalaureate candidates to submit satisfactory scores on the PRAXIS II Specialty Area Tests. Currently in North Carolina the following test codes apply:

- **English**
  English Language, Lit, & Comp: Content Knowledge
  (test code 10041)
  English Language, Lit, & Comp: Pedagogy
  (test code 30043)
- **Mathematics**
  Mathematics: Content Knowledge (graphing calc req'd)
  (test code 10061)
  Mathematics: Pedagogy (calculator prohibited)
  (test code 30065)
- **Biology**
  Biology: Content Knowledge (test code 20235)
  Life Science: Pedagogy (test code 30234)
- **History**
  Social Studies: Content Knowledge (test code 10081)
  Social Studies: Pedagogy (test code 30084)
- **Gen. Social Studies**
  Social Studies: Content Knowledge (test code 10081)
  Social Studies: Pedagogy (test code 30084)
- **French**
  French: Content Knowledge (contains listening section) (test code 20173)
  French: Prod Lang Skills (contains speaking section) (test code 10171)
- **Spanish**
  Spanish: Content Knowledge (contains listening section) (test code 10191)
  Spanish: Prod Lang Skills (contains speaking section) (test code 20192)

* Test under consideration, verify with state.

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, completion of the Post-Baccalaureate Program and passing scores on the Specialty Area components of the PRAXIS are required as well as any additional requirements mandated by the N.C. Department of Public Instruction.

RETENTION IN THE PROGRAM

Retention in the program is based on the expectation that candidates demonstrate characteristics of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject area
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend candidates for licensure.

POST-BACCALAUREATE STUDENTS ARE SUBJECT TO THE FOLLOWING POLICIES:

- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses.
- Students should thereafter meet with their advisor on a regular basis.
- The student may register for any course for which the prerequisites have been satisfied.
- The student is subject to the academic regulations and standards required of degree candidates.
- The post-baccalaureate classification carries with it no implication that a student will be admitted to a degree program.
- Post-baccalaureate students who are subsequently admitted to the MAT program may request that a maximum of nine hours of graduate level credit be used for their MAT program.
- Post-baccalaureate students must successfully complete a minimum of 12 credit hours at Queens prior to student teaching. Six of those hours must be within the Education Division.
- Post-baccalaureate students must provide acceptable scores on the PRAXIS I, Preprofessional Skills Test (PPST) or the Graduate Record Examination (GRE). The PPST has three components: Reading, Writing, and Mathematics. Scores are set by the North Carolina Department of Public Instruction on each component.
- Post-baccalaureate students must apply for student teaching during the fall term before they intend to student teach. Applications can be obtained in the Education Division Office in October for spring assignments. Students are responsible for meeting all deadlines and completing applications and forms accurately. Failure to comply may cause delay in student teaching placements.
- Post-baccalaureate students must submit satisfactory scores on the PRAXIS II Specialty Area Tests. The PRAXIS II must be taken before licensure.
- Students who successfully complete all licensure requirements including student teaching, are recommended for licensure by Queens University of Charlotte.

GRADUATE NURSING PROGRAMS

Master Of Science In Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nurse leaders. They will acquire advanced knowledge of nursing theory and issues, research, informatics, health policy and health care administration. Integral to the program are interdisciplinary educational experiences.

In Health Systems Management students will have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interdisciplinary executive level teams.

In Health Ministries students will have opportunities to synthesize nursing and seminary knowledge. Graduates will be prepared to integrate health and spiritual care in faith communities and health care organizations.

ADMISSION TO THE MSN PROGRAM

Those interested in the MSN program should contact the Graduate & Adult Admissions Office at 704 337-2314. The following are required to be considered for admission to the MSN program:

1. A completed graduate application form, including the non-refundable $40 application fee.
2. Evidence of a BSN degree from an accredited institution. RNs with other bachelor's degrees will be considered on an individual basis.
3. Evidence of a current unrestricted license to practice nursing.
4. Evidence of a cumulative grade point average of at least 3.0 on a 4.0 scale in the last 60 hours of course work. Applicants with less than 3.0 GPA must submit GRE scores with a combined total score of 1000 or higher.
5. Official transcript(s) of all post-secondary academic course work.
6. Two letters of recommendation.
7. A current resume including goals & objectives.
8. Students in the Health Ministries track must complete the Parish Nurse Institute within the first two terms of the program. Students will have to apply to Union Seminary before taking courses in the seminary. Contact Dr. McGill at 704 337-2295 or mcgillj@queens.edu.

An advising interview with the Graduate Studies Committee is conducted within the first three terms of the graduate program.

Students in the Health Ministries track must complete the Parish Nurse Institute within the first two terms of the program. Contact Dr. McGill at 704 337-2295 for more information.

Once admitted, MSN candidates may begin in any semester: Fall, Spring, or Summer.

Full-time Status is 18 credit hours per year taken during Fall, Spring and Summer terms.

International students must also submit the following documents:

a) Test scores of 550 or higher on the written exam or 213 or higher on the computer based exam on the Test of English as Foreign Language (TOEFL) Examination.

b) Certified English translation of all prior academic records for work that corresponds to the bachelor's degree in the United States.

c) Bank statements stating that funds, in US currency, are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

Full Graduate Status is assigned to students who are pursuing a master's degree and who have met all admission requirements.

Admission on Probation Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Provisional Admission Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-degree Graduate Status is accorded an applicant who wishes to take graduate nursing courses for personal satisfaction or other reasons, but not for a degree. Generally a graduate student may not take more than nine hours as a non-degree student.

To be admitted as a non-degree graduate student, an individual must meet all MSN admission requirements, excluding the need for letters of recommendation and a resume.

Transient Status is accorded an applicant who wishes to take a graduate course for transfer to another institution. Generally a transient student is admitted for one term only. Transient students must complete an application form, submit a letter of good standing from their home institution showing permission to take specific course(s), and show evidence of completion of any prerequisites required.

DEGREE REQUIREMENTS

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing program consists of 39 credit hours at the graduate level, including 24 credit hours in nursing core courses, and 15 credit hours in Specialty courses.

Hours	Course # & Title		
	Nursing Core Courses:		
3	NURS	612	Theoretical Foundations
3	NURS	614	Issues in Advanced Practice Nursing
3	NURS	624	Health Policy
3	NURS	628	Health Care Informatics
3	NURS	630	Research Interpretation
3	NURS	632	Research Methods
6	NURS	634	Health Care Practicum
	Specialty Courses for Health Systems Management:		
3	BUSN	516	Economic Analysis I
3	BUSN	546	Fiscal Management
3	BUSN	605	Law and Business
3	BUSN	610	Management of Organizations
3	NURS	616	Health Care Administration

Specialty Courses for Health Ministries:

3	EDU	168	Understanding Congregations and Ministries
3	THE	167	The Christian Life
3	THE	101	Theology I
3	THE	201	Theology II
3	NURS	626	Nurses in Health Ministry
39	**Total hours required for the MSN Degree**		

MSN/MBA COMBINED PROGRAM

Students who plan to complete a dual degree must meet the requirements for both the MSN and MBA. MSN courses taken in the McColl Graduate School of Buiness apply toward the MBA. Call 704 337-2224 for information.

HEALTH SYSTEMS MANAGEMENT CERTIFICATE

Non-degree students may enroll in the certificate option, which includes five courses designed to equip them with basic principles of management. These courses qualify for the continuing education component of the ANCC certification exam in nursing administration.

POST MASTERS CERTIFICATE IN HEALTH MINISTRIES

Registered nurses who already have an MSN and meet admission requirements are eligible to take the speciality courses for Health Ministries and receive a Post-Masters Certificate.

RN TO MSN PROGRAM

Qualified registred nurses may be eligible for the accelerated RN-MSN program. Registrered nurses who have completed all designated nursing and prerequisite requirements can work with their advisor in making application to this program.

STEP ONE: ADMISSION TO THE BSN MAJOR

Students must be accepted into the BSN program before they are eligible to apply to the MSN program. To qualify for admission to the BSN major, students must complete with a “C-” or better or test out of all support courses and have an overall GPA of 2.5 at Queens and a 2.5 in the support courses. The residency requirement of 45 credit hours and 36 hours in 300-400 level courses is required before a BSN is awarded.

Required Proficiency and Foundation Courses

Hours	Course # & Title	
3	ENGL 101	Communication Skills I
3	ENGL 102	Communication Skills II
3	ISYS 110	Intro to Microcomputers
3	AREA II	Music or Art history course
6	AREA III(2)	History, Literature, or Philosophy/Religion
3	AREA IV	Sociology, Political Science, or Economics
3	AREA V	International Issues
5	Electives (courses in the graduate program may meet this requirement)	
29	**Total**	

Support Courses Required

Hours	Course # & Title		
3	CHEM	102	General Chemistry II*
1	CHEM	102L	Lab II*
3	BIOL	111	Human Anatomy
1	BIOL	111L	Anatomy Lab
4	BIOL	112	Human Physiology

4	BIOL	120	Intro to Medical Microbiology
3	PSYC	201	General Psychology
3	PSYC	320	Developmental Psychology
3	MATH	206	Statistical Methods
25	**Total**		

** Note: High school chemistry, CHEM 101 or equivalent is prerequisite.*

Nursing Courses Required

Hours	**Course # & Title**		
3	NURS	302	Health Assessment
4	NURS	310	Nursing: A Practice Discipline
3	NURS	400	Nursing Research
3	NURS	401	Management in Nursing
6	NURS	402	Community Health
19	**Total**		

RN's admitted to the BSN major who have current work experience and an unrestricted license to practice nursing in North Carolina will receive 30 semester hours credit for their basic nursing courses. Without current work experience, validation exams will be required.

STEP TWO: Admission to the RN to MSN Program

The following are required to be considered for admission to the RN to MSN Program:

1. A completed RN to MSN Intent Form submitted during enrollment in NURS 402.
2. A Queens GPA of 3.0 or better.
3. Evidence of a cumulative grade point average of at least 3.2 on a 4.0 scale in the last 60 hours of course work. Applicants with less than a 3.2 GPA must submit GRE scores with a combined total score of 1000 or higher.
4. Two letters of recommendation.
5. A current resume including goals and objectives.

Graduate Courses Required for Completion of BSN

Hours	**Course # & Title**
3	NURS 614 Issues for Advanced Practice Nursing
3	NURS 624 Health Policy
3	Additional MSN course
9	**Total**

120 Total of All Credit Hours

GRADUATE ORGANIZATIONAL COMMUNICATION PROGRAM

Master of Arts Degree in Organizational Communication

The Master of Arts Degree in Organizational Communication provides students with an understanding of the theories and practices of the lifeblood of all organizations, communication. This program of study will help learners enhance their critical thinking and diagnostic skills by studying organizational communication processes and structures. Courses investigate the range of communicative functions critical to organizations, including individual, interpersonal, group, intercultural, public, and mediated communication. These processes affect all organizations, whether corporate, governmental, professional, or nonprofit.

The MA degree in Organizational Communication provides students with analytical thinking, problem solving and collaborative learning skills. Courses emphasize the critical components necessary to become astute consumers, critics, and creators of human communication in organizational contexts. Classes blend theoretical perspectives with pragmatic applications, through such formats as substantive research papers, workshops, and group presentations.

ADMISSION to the MA in Organizational Communication

Those interested in the MA program in Organizational Communication should contact the Graduate & Adult Admissions Office at 704 337-2314. *An interview with the Admissions Committee is highly recommended.*

Requirements for Admission

To be considered for admission into the MA program an applicant must:

1. Hold a bachelor's degree from an accredited college or university.
2. Have significant full-time work experience (five years is recommended), or permission of the Admissions Committee.
3. Submit a completed graduate application form, including the non-refundable $40 application fee.
4. Submit official transcripts of all post-secondary academic course work. It is the responsibility of the applicant to have all transcripts sent directly from each institution attended.
5. Have a cumulative grade point average of at least 3.0 on a 4.0 grade scale. Those applicants without a cumulative GPA of 3.0 or above must provide acceptable GRE scores from within the past 5 years before they will be admitted (Verbal 500 / Analytical 450.)
6. Provide a current resume with proof of significant work experience.
7. Provide a written statement including professional and personal goals and objectives
8. Provide two letters of academic or professional reference.

Students are expected to make reasonable progress toward the degree. Absences from the program for more than two consecutive semesters will require reapplication into the program.

International students must also submit the following documents:

a) Test scores of 550 or higher on the written exam or 213 or higher on the computer based exam on the Test of English as Foreign Language (TOEFL) Examination.

b) Certified English translation of all prior academic records for work that corresponds to the bachelor's degree in the United States.

c) Bank statements stating that funds, in US currency, are available for the student's education. Students and their families should be prepared to bear all expenses involved in obtaining an education in the United States since there are no federal or state financial aid resources for foreign students.

STUDENT STATUS

FULL GRADUATE STATUS is assigned to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past 5 years before they will be admitted.

ADMISSION ON PROBATION Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

PROVISIONAL ADMISSION Students admitted provisionally must meet the terms of full admission in order to continue in the program.

NON-DEGREE GRADUATE STATUS is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

TRANSIENT STATUS is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

DEGREE REQUIREMENTS

The Master of Arts in Organizational Communication requires the completion of eleven courses totaling 36 semester hours. The program combines required courses and electives.

All students begin their program with two courses designed as orientations to the graduate-level study of organizational communication: OCOM 602: Research Proseminar and OCOM 604: Theories of Organizational Communication. Students then select one course from each of the three clusters delineated below–Perspective, Process, and Practice–for a total of nine hours, and five courses (fifteen hours) of electives. Finally, all students conclude their program with OCOM 675: Capstone Seminar in Organizational Communication, a six-hour class that integrates their course of study.

Students must achieve a grade of "C" or better in each class. Students must maintain a 3.0 grade point average for continuation in the program. Those falling below that requirement will be reviewed by the Graduate Student Qualifications Committee.

Requirements for the MA in Organizational Communication:

Required/Core courses: (12 Hrs.)

OCOM 602 Research Proseminar
OCOM 604 Theories of Organizational Communication
OCOM 675 Capstone Seminar in Organizational Communication *(6 Hrs.)*

Select one from each cluster: (9 Hrs.)

Cluster One: Perspective

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 610 Communication and Management
OCOM 620 Advanced Communication Theory
OCOM 625 Organization Development
OCOM 630 Human Resource Development
OCOM 635 Corporate Culture

Cluster Two: Process

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 614 Communication and Ethics in Organizational Contexts
OCOM 615 Interpersonal Communication
OCOM 618 Gender and Diversity in Organizational Settings
OCOM 622 Intercultural Communication
OCOM 632 Conflict Management and Negotiation

Cluster Three: Practice

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 612 Persuasion
OCOM 616 Small Group Communication
OCOM 619 Public Relations
OCOM 621 Advertising
OCOM 636 Training and Consulting

Plus at least 15 credit hours:

Students may choose from the courses offered in the three clusters and the following:

OCOM 628 Topics in Organizational Communication
OCOM 665 International Experience

CLASS SCHEDULING Each class will meet once a week, either one week night or Saturday morning.

LOW RESIDENCY MFA IN CREATIVE WRITING PROGRAM

Master of Fine Arts Degree in Creative Writing

The Master of Fine Arts degree is the terminal degree for students of creative writing. Though the MFA degree provides students with the necessary academic credentials for careers teaching creative writing at the college level, it should not be regarded solely as a pre-professional degree. Generally, students choose to pursue an MFA first and foremost in order to develop their skills as publishable writers. They are drawn to such programs out of a commitment to their art, a desire for self-enrichment, and the prestige of achieving the degree itself. MFA programs provide students with an opportunity for immersion in a community of writers as they hone their craft through a curriculum of writing workshops in their respective genres (generally fiction, poetry, and creative non-fiction) and academic seminars on the form and theory of those genres. After completing all required classes, an MFA student will submit a creative thesis, a book-length manuscript that is the culmination of the work the student has done over his or her course of study.

The low-residency MFA program at Queens involves four semesters of coursework. Each semester begins with a seven-day on-campus residency, which includes daily workshops, seminars on the craft and profession of writing, and readings. Following the completion of the residency, the students continue their work for the semester through distance learning, which is conducted in online workshops that are limited to no more than four students and a faculty mentor. In the online workshops, each student must complete four required submissions of new work that are circulated to the other students in the workshop and to the instructor; each student is also required to compose formal comments on the work submitted by his or her fellow students.

As a requirement for graduation, under the direction of a thesis advisor, the student will prepare and submit a collection of prose pieces, a collection of poetry, or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The student will offer a public reading excerpted from the thesis during a fifth graduating residency.

Under the direction of a craft advisor, the graduating student must also prepare and submit a proposal for a one-and-one-half hour craft seminar, also to be offered during the graduating residency period. The proposal must include a 2 to 3 page precis of the objectives and procedures of the seminar, an attached bibliography, and required reading list. The student will teach one craft seminar during the graduating residency.

ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet the following criteria:

1. Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
2. Submit a completed graduate application form, including a non-refundable $45 application fee.
3. Submit official transcripts from the college or university from which their highest degree was awarded.
4. Submit three copies of a portfolio of creative writing, consisting of approximately 25 pages of fiction or creative nonfiction or 10 pages of poetry.
5. Submit two copies of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
6. Provide one letter of academic or professional reference.

FINANCIAL AID APPLICATION

To be considered for need-based financial assistance, a student must meet the following requirements:

- Be admitted to Queens as a degree candidate
- Submit the Free Application for Federal Student Aid (FAFSA). This form is available from the Queens University of Charlotte Office of Financial Aid or on the Internet at www.fafsa.ed.gov.
- Federal Law requires that financial aid recipients have official transcripts on file. Therefore, Applicants must submit official transcripts from the college or university from which their highest degree was awarded. Applicants without a Bachelor's or Associate's Degree must submit an official high school transcript.

A copy of the student's (and family's if applicable) federal income tax return, as well as other documentation, may be required for verification purposes. Applications for financial aid should be submitted by students as soon as possible prior to their first term of enrollment. For additional Financial Aid Policies, refer to page 23 of this Catalog.

TUITION AND FEES

While the Board of Trustees reserves the right to adjust the fee schedule at Queens at any time, the following basic fees have been established for 2004-2005.

Graduate Tuition	
Tuition for January 2005 [Includes a $500 Confirmation due]	$5,040
Tuition for May 2005 [Includes a $500 Confirmation due]	$5,140
3rd and 4th Term Graduating Residency	$500
Fees (nonrefundable)	
MFA Application Fee	$45.00
MFA Thesis	$25.00
Late Payment Fee (accrued monthly)	$30.00
Transcript fee (expedited service only)	$15.00

PAYMENT REGULATIONS

Upon signing the registration form, the student accepts as binding all fees and regulations set forth in the catalog.

1. Tuition and fees, less financial assistance awarded, are due and payable before the first day of class. Payments are accepted via check, cash, MasterCard or Visa.
2. Students who do not wish to pay in full at the beginning of each term may be inerested in the following programs at Queens.
   a) Installment Plan Payment for the January term may be made in four equal installments, with the first payment made at registration, and then by February 25th, March 25th, and April 25th. Payment for the May term may be made in four equal installments, with the first payment payable at registration, and then by June 25th, July 25th, and August 25th. An enrollment fee of $100 is incurred each term tuition is deferred under this plan. A late-payment penalty is incurred if an installment is not paid by the due date. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University. Credit card payments may be made by either calling the Business Office each month or submitting a credit card authorization form monthly. Credit cards will not be automatically processed monthly.
   b) Unsecured Educational Loans There are a variety of student loans available. For information, contact the Office of Student Financial Services at 704 337-2225. For students who have applied for a student loan, but the loan has not been approved (guaranteed) by the lender, Queens University of Charlotte requires a payment equaling 1/3 of their tuition and fees, less any other financial assistance, payable by registration. Credit balances created by loan funds being posted to the student's account will be issued (via check) to the student no later than 14 days after the University receives the money from the lender.
3. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.
4. Participation in graduation and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full.

5. Failure to pay by the due date and/or failure to adhere to the terms of the University's payment plans will result in the monthly late fee of $30 per month until the balance has been paid in full. If a delinquent account is referred to a collection agency or attorney, the student agrees that the student will be liable for all attorney fees, court cost and collection fees as allowed by law. The student is responsible for all charges assessed against the student regardless of any arrangements or agreements made with other parties. Participation in the graduation ceremony or residency as well as receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full.

WITHDRAWAL AND FINANCIAL OBLIGATIONS

Withdrawal - Academic Ineligibility A student determined by the Student Qualifications Committee to be academically ineligible to return will received a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Withdrawal - Illness Students who withdraw from all classes during the term as a result of illness will have tuition prorated as of the date of withdrawal, provided the physician recommends withdrawal in a letter to the Registrar's Office.

Withdrawal - Other Reasons Students who withdraw from the university within the first 60% of the term, effectively leaving the university, will have tuition prorated. Withdrawals after this period will not have tuition adjusted.

Withdrawal Involving Financial Assistance If the University determines that a student who is a recipient of financial assistance is due a refund of tuition, all or a portion of a student's assistance will be reversed or returned to the originating source (i.e. a Federal program or loan provider, the state of North Carolina, or an outside scholarship from a school or organization).

The amount to be returned will be determined according to the formula established by federal law. In accordance with federal regulations, Queens will reverse financial assistance on a student's account in the following order:

1) Federal Education Loan Programs (including Stafford, Plus and Perkins loans)
2) Federal Pell Grants
3) Federal SEOG Awards
4) Other Title IV Programs
5) North Carolina Programs
   Note: In order for a student to keep any portion of the North Carolina Legislative Tuition Grant, the student must have been enrolled full-time as of October 1 or the tenth class day of the spring term.
6) Queens University of Charlotte Programs
7) Outside Scholarships

A detailed worksheet of the refund, available in the Office of Student Financial Services, is provided to students upon request.

CURRICULUM AND INSTRUCTION

In order to complete the degree, students in the low-residency MFA program will be required to attend five on-campus residencies, complete four semesters of course work, and complete a Master's Thesis comprised of a collection of works written and revised over the course of the program. Residencies are 7 days in length, and mark the outset of each semester. Each student must participate in four such residencies, and then return for a graduating residency, in which the student leads a craft seminar, submits a final thesis draft, and offers a public reading. The specific components of the curriculum are described in more detail below.

Residencies: Students will attend one writing workshop daily during the on-campus residency, led by a variety of instructors. Each workshop will typically offer students the opportunity to work closely with an established writer and to receive constructive feedback from a group of peers over the course of an intensive week dedicated to creative work. Most workshops are revision-based, and are designed to help students improve their existing work. Faculty will lead in-class discussions of student work and suggest suitable exercises and additional reading to help further advance the students' creative development. Students must make two submissions per residency for critical response by workshop, and be on hand to respond critically to all other student work submitted by the 9 other candidates in their respective field.

Students will attend one craft seminar daily during the on-campus residency, offered by a variety of instructors. Students must select these seminars beforehand (most naturally choosing within their own genre or among hybrid-genre offerings) and read the required texts in advance (the equivalent of 2 to 3 books per seminar). In addition, students must file one-page response papers on each of the texts with the seminar instructor prior to attending the residency.

During each residency, all students in a particular graduating cycle will take one gateway seminar offered on alternate days throughout the course of the week. The topics of these gateway seminars, in order of the first through fourth residencies, will be as follows:

- The Art of Reading as a Writer
- The Art of Literary Reviewing
- The Art of Shaping a Book
- The Art of Teaching Creative Writing

On each of the other days of the residency, the students will attend single-day seminars on a variety of topics. Sample topics for these seminars might include the following:

- Thinking the Novel
- Prosody
- Postmodern American Fiction: Craft and Theory
- The Nonfiction Novel
- Memoir and Personal Essay: Distinctions and Commonalities
- Embracing the Difficult: Writing Beyond What Is Comfortable

OnLine Workshops: In the interim periods between the on-campus residencies, students will be required to produce four submissions per semester, to be made via electronic mail or regular post, at stipulated dates to both the instructor and the other 2 to 3 students in the online workshop. In poetry, the submissions should be 5 to 10 pages; in prose, the submissions should be 8 to 25 pages (double-spaced).

The other students in the online workshop will also be required to compose formal responses, via electronic mail, to all work submitted by the other students and to send those responses to all members of the distance learning group by a stipulated deadline.

Graduating Residency: Under the direction of a thesis advisor, the candidate for graduation will prepare and submit a collection of prose pieces, a collection of poetry, or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The candidate will offer a public reading excerpted from the thesis during the graduating residency.

Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a one and one half hour craft seminar, to be offered during the graduating residency period. The proposal must include a 2-3 page precis of the objectives and procedures of the seminar, an attached bibliography, and required reading list. Candidate will teach one craft seminar during the graduating residency.

GRADING

Because of the inherent difficulty and inevitable subjectivity involved in the evaluation of creative work, all work for the MFA program will be graded on a pass-fail basis.

Any student who does not satisfactorily complete the required number of submissions and formal critiques during a workshop or the required number of response papers during a seminar will receive a failing grade for that part of the program.

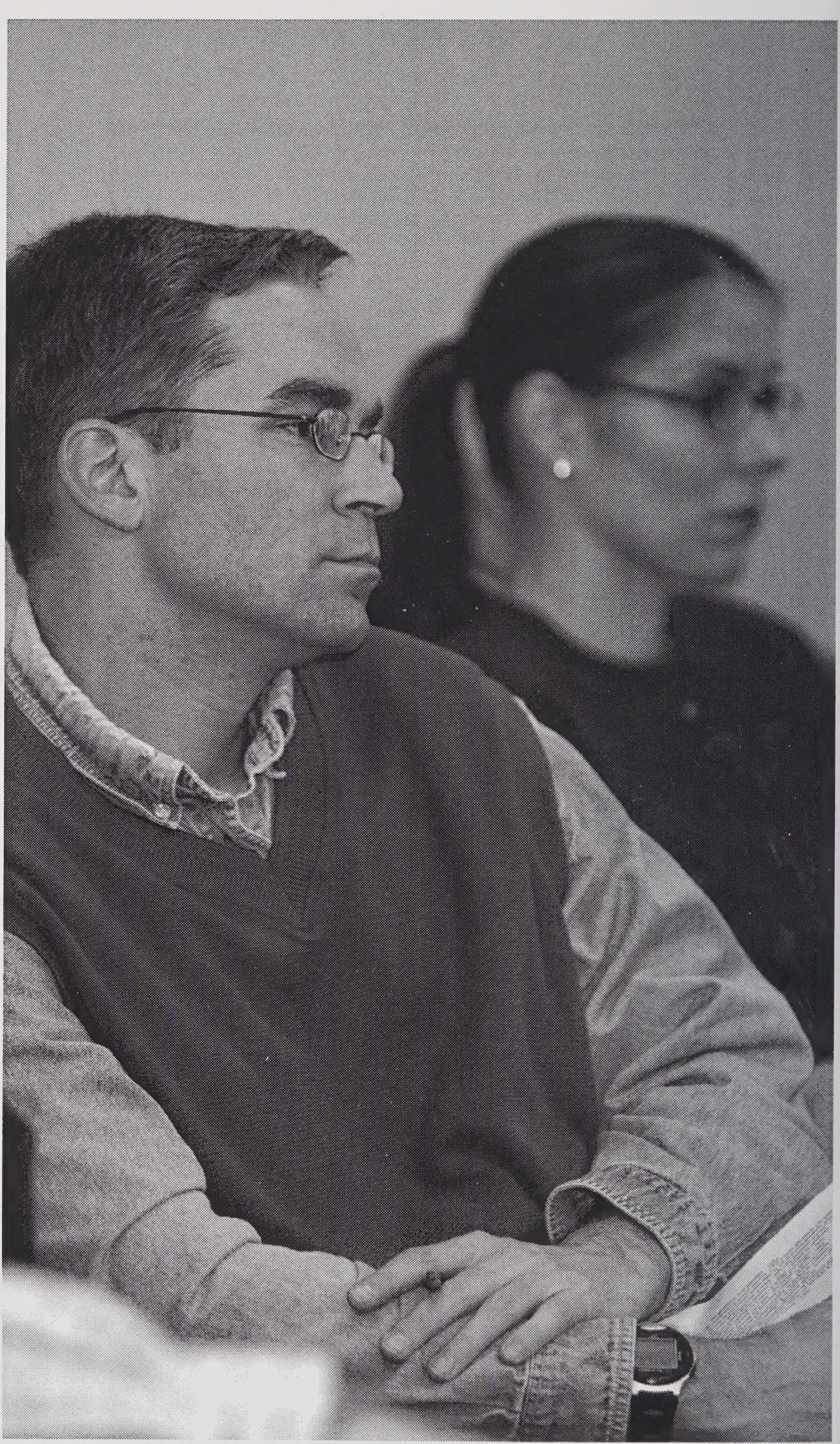
GRADUATION REQUIREMENTS

In order to successfully meet the requirements for graduation, students must complete 48 hours of course work. The requirements are broken down as follows:

1) Four workshops in the student's chosen literary genre, worth three credit hours each, with one taken each semester.
2) Four gateway seminars, worth three credit hours each, with one taken during the on-campus residency at the onset of each semester.
3) Twelve craft seminars, worth one credit hour each, with three taken during the on-campus residency at the onset of each semester.
4) Six hours of thesis hours, earned during the third and fourth semesters of the program and awarded upon the completion of the thesis.
5) Six hours of craft seminar preparation, earned during the third and fourth semesters of the program and awarded upon the completion of all degree requirements.

These course requirements are supplemented by the following other graduation requirements:

1) The successful completion of a Master's thesis, comprised of work written and revised over the course of the program.
2) A public reading of work from the thesis.
3) Developing and then successfully teaching a craft seminar for other students in the program.



Course Descriptions

Course Listings Course listings give general information concerning each area of study and the requirements for major programs in each discipline. These requirements should be carefully noted by students when deciding on a major.

Undergraduate Course Numbers Credit earned in courses numbered below 100 may not be applied to any graduation requirements. In general, courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. In specific cases, however, the individual student's ability and background rather than class standing will determine the appropriate level of work.

Graduate Course Numbers Courses numbered 500 and above are graduate level courses, and are only available to students who have been admitted to a graduate program.

Term Offered Some courses have terms listed in parentheses after the description. This indicates the term in which the University anticipates offering this course. When no term is indicated, the course is not on a predetermined rotation.

Course Changes Queens University of Charlotte reserves the right to change the course offerings, term offered, and instructors indicated in this Catalog without prior notice to students Every effort is made to help a student affected by a course change by providing the opportunity for independent study or some other suitable arrangement.

AMERICAN STUDIES

AMST 201 Introduction to American Studies The heart of both our national and individual identities resides in the complex creation of a distinctive American culture: in the television shows we watch, the music we listen to, and the movies we attend. This course serves as an introduction to the American Studies Program by examining the cultural construction of identities, of what it means to be an American today and throughout America's past. Our studies will focus on exposing students to various disciplinary and theoretical frameworks for analyzing cultural expressions and cultural norms, as well as offer an examination of a wide array of cultural mediums, including but not limited to movies, music, television, works of pop and pulp fiction, and other varied cultural ephemera. 3 Hrs.

AMST 300 Topics in American Studies An investigation of selected topics in American Studies. Specific topics and their prerequisites will vary. May be repeated with different subtitles. 3 Hrs.

AMST 400 Special Project in American Studies This course is designed to allow the student majoring in American studies the opportunity to pursue an area of special interest. The student will design a project in conjunction with a supervising faculty member. The project may involve directed readings, an internship, or an independent study. Open to all juniors and seniors. May be repeated for a total of up to 6 credit hours. 1-3 Hrs.

ANTHROPOLOGY

ANTH 201 Cultural Anthropology Comparative study of culture with emphasis on pre-literature societies; past and present variation of man and culture. Factors in stability and change and relation of culture to personality. 3 Hrs.

ANTH 320 Anthropology of Latin America This course examines Latin American societies and cultures from an anthropological perspective. Latin America includes Mexico, Central America, South America and the Caribbean. Using a comparative approach, students explore cultural diversity within and between Latin American nations. A grassroots perspective focuses on local communities as they adapt to change. Students study the types of problems facing Latin Americans today by examining how the past has influenced the present. Prerequisites: ANTH 201 or SOCI 203. 3 Hrs.

ANTH 330 American Ethnic Communities.
Students read and discuss book-length enthnographies set in ethnic communities in the contemporary United States. Ethnographies are in-depth portraits of particular communities based on systematic, long-term participant-observation. They are the building blocks for ethnology, the comparison of communities to interpret and explain American ethnicity. Included are studies of recently arrived, immigrant communities along with well-established American ethnic communities. We examine the history, social organization, cultural values and customs of each community, looking for similarities and differences in the American experience of community life. Prerequisites: ANTH 201 or SOCI 203. 3 Hrs.

ART / INTERIOR DESIGN

ART 101 Introduction to Art History Designed for the student with little or no art experience who wishes to gain understanding of the "language" of art (composition, line, space, color, etc.) and art's significance in human terms. Involves slide presentations and classroom discussions of art works within an historical context. 3 Hrs. (Fall, Spring, Summer)

ART 204 Drawing Emphasis on drawing through close observation of nature and as an ex-pressive medium for communicating felt responses to subject matter. Exercises in contour, gesture, modeled form and light, using still life, landscape, and the human figure. Media include pencil, charcoal, and ink. 3 Hrs.

ART 215 Ancient to Early Renaissance Art Survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1500 A.D. 3 Hrs.

ART 216 High Renaissance Art to the Present Survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of Europe and America from approximately 1500 to the present. 3 Hrs.

ART 223 Ceramics Fundamentals of both hand building and throwing on the potter's wheel. Hand-building techniques will include pinch, coil and slab construction. Glaze instructions will stress the relationships between form and color. Six hours studio a week. 3 Hrs.

ART 233 Design Theory This course addresses the theoretical principles of design, both spatial (two- and three- dimensional) and temporal. Involves case studies from painting, sculpture, architecture, film, video, poetry, music, etc. 3 Hrs.

ART 234 Design Laboratory This course is a continuation of ART 233 Design Theory, with practical application of design principles through two- and three-dimensional projects. Prerequisite: ART 233. 3Hrs.

ART 300 The Arts in the Modern World This is an interdisciplinary arts course that examines the arts (painting, sculpture, music, theater,film, literature, dance, etc.) within their cultural contexts. What is studied within the classroom is put to the test through attendance at live performances, exhibits, etc. within the Charlotte community. No prerequisite. 3 Hrs.

ART 303 Sculpture Exploration of basic elements of three-dimensional form and space with special emphasis on the exploration of various styles, materials, and construction techniques. Three hours studio per week. 3 Hrs.

ART 305 Advanced Studio This course permits advanced individual exploration of techniques and principles introduced in the 200-level introductory studio courses. The focus varies from semester to semester between two and three dimensional approaches, with occasional thematic topics such as the human figure, still-life, collage/montage/assemblage, etc. May be repeated a total of four times. 3 Hrs.

ART 307 Introduction to Art in the US Study of the architecture, sculpture, painting and minor arts of the Colonial period through the present, supplementing courses in American social and political history. 3 Hrs.

ART 340 Non-Western Art History In the newly forming global community the business world can only benefit from understanding cross cultural imagery in all aspects of human endeavor. The aim of this course is to demonstrate the use of the imagery as it relates to Non-Western religions, social aspects, and political activities as it does in Western cultures. This course will enable students to achieve a better understanding of thise whose backgrounds differ from their own by giving them another avenue for comprehending diversity. Prerequisite: None. 3 Hrs.

ART 407 Topics in Art History Focus on specific questions of style, traditions and influence as they relate to the emergence and development of art in Europe and America. Topics to be announced annually. Prerequisites: ART 215, 216 or permission of the instructor. 3 Hrs.

ART 412 Idea Development This course is designed to help students develop ideas into mature artistic expressions. Students will be required to work through an idea in at least five different mediums. Prerequisites: Studio or design experience approved by the instructor. 3 hrs.

ARDE 201 Fundamentals of Interior Design I This course introduces the field of interior design including the history of furniture, elements and principles of design, and space planning. 3 hrs.

ARDE 202 Fundamentals of Interior Design II This course covers physical needs and social dynamics and how we make ourselves comfortable and organize the spaces in which we live. 3 hrs.

ARDE 301 Textiles in Interior Design This course covers the elements and principles of design within a textile. Hands on studio exercises using textiles as the art form. Advanced exploration of printed and woven fabrics. 3 hrs.

ARDE 302 Color and Light for the Environment The study of color and light as elements of interior design. The course will include psychology of color and its application and how color and light work. 3 hrs.

ARDE 401 Product Design This course will require a student to resolve a functional design problem related to an interior space. Students will work through the problem using working drawings that will result in a three-dimensional product. Prerequisites: ARDE 201 and ARDE 202. 3 hrs.

ARDE 400 Topics in Interior Design This course provides the opportunity for a group of students to explore with faculty a topic that is not offered on a regular basis in the curriculum. Topics will be announced prior to the term. Prerequisites: ART 101, ARDE 201, ARDE 202. Credit may vary with topic. 1, 2, or 3 hours.

ARDE 450 Independent Study in Interior Design This course allows an individual student to explore a topic with a faculty member. Open to juniors or seniors with a grade point average of 3.0 or above. Credit may vary. 1,2 or 3 hours.

BIOLOGY

BIOL 103 Principles of Biology An introduction to the principles underlying the activities of living organisms; cell structure and function; heredity; evolution; ecology; laboratory emphasizes the scientific method. Three hours lecture and three hours laboratory a week. Lab fee $25. Prerequisite: High school chemistry or CHEM101 or 111. 4 Hrs.

BIOL 111 Human Anatomy
A study of the structure of the human body. 3 Hrs. (Fall)

BIOL 111 Human Anatomy Laboratory Study of human osteology; dissection of the cat and other mammalian organs. Three hours laboratory a week. Lab Fee $25. 1 Hr. (Fall)

BIOL 112 Human Physiology A study of the functions of the human body. Laboratory study designed to demonstrate basic physiological principles. Three hours laboratory a week. Prerequisite: CHEM101; BIOL111 is strongly recommended. Lab fee $25. 4 Hrs. (Spring)

BIOL 120 Introduction to Medical Microbiology Principles of microbiology with emphasis on the pathogenic bacteria, viruses, rickettsiae and fungi. Laboratory includes methods for cultivation, isolation and identification of the above. Three hours lecture and three hours laboratory a week. Lab fee $25. May not be counted toward a major except in Nursing. 4 Hrs.

BIOL 307 Introduction to Microbiology General survey of microorganisms with emphasis on morphology, metabolism, ecology and identification of bacteria. Laboratory emphasizes basic skills and sterile techniques. Three hours lecture and three hours laboratory a week. Lab fee $25. Prerequisite: BIOL103, CHEM111. 4 Hrs.

BUSINESS ADMINISTRATION

BUSN 207 Financial Accounting This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. 3 Hrs.

BUSN 208 Managerial Accounting This course introduces the theory, methods and uses of accounting information in solving business problems. Topics include accounting for partnerships, corporations and income taxes. Prerequisite: BUSN 207. 3 Hrs.

BUSN 305 Legal Environment of Business This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the constitution, torts, crimes, agency, partnerships, corporations and ethics. 3 Hrs.

BUSN 306 Accounting Theory & Financial Reporting This is a study of financial accounting theory and generally accepted accounting principles as they apply to financial reporting. The interrelationship of accounting standards with information needs of creditors and investors provides a central theme. The role that cash flow analysis plays in gathering and presenting financial information is also a key component in the course. Prerequisite: BUSN 207. 3 Hrs.

BUSN 309 Advanced Managerial Accounting This course is a continuation of the study of analysis that uses accounting data to manage enterprises. Topics include Activity Based Costing/ Management/Budgeting, the theory of constraints and throughput accounting, standard and Kaizen costing, benchmarking, and the "Balanced Scorecard." Prerequisite: BUSN 208. 3 Hrs.

BUSN 315 Business Law This is a study if law as it affects the individual engaged in business. Topics include contracts, sales, and negotiable instruments. 3 Hrs.

BUSN 318 Financial Statement Analysis This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of regulators in influencing presentation of data to the public, and the dangers of misrepresented financial information. Prerequisite: BUSN 207 3 Hrs.

BUSN 331 Human Resource Management This course studies the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which affect the personnel function are considered. 3 Hrs.

BUSN 333 Principles of Management This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management; contemporary models of organizational design; motivation and performance; and group behavior and influence processes. 3 Hrs.

BUSN 340 Marketing This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. 3 Hrs.

BUSN 341 Advertising This course encompasses a full review of the development and execution of advertising campaigns. Aspects of consumer research, market analysis, media planning, creative strategy formulation, federal trade regulation and final production will be examined. Exploration of advertising agency operations and the client/agency relationship will be included. In-class projects and case analysis will provide practical experience in advertising strategy development and evaluation. May be taken as COMM 341. Prerequisite: BUSN 340. 3 Hrs.

BUSN 351 Consumer Behavior This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. Prerequisite: BUSN 340. 3 Hrs.

BUSN 353 Promotion Management This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of overall marketing strategies and budgets. Prerequisite: BUSN 340. 3 Hrs.

BUSN 360 Corporate Finance This course introduces the basic concepts, principles and analytical techniques of financial management. It emphasizes planning and managing assets. Topics include formulating financial objectives, short-term financial analysis, financial forecasting and planning, current asset management, elementary capital budgeting and cost of capital, the nature of long-term sources of funds, analysis of risks in financial decisions involving alternative investment options, mergers and acquisitions, problems in valuation, dividend policy, financial leverage and determination of optimal capital structure. Prerequisites: BUSN 208; ECON 203 and 204; and MATH 206. 3 Hrs.

BUSN 372 Personal Financial Management This course studies management of personal and family affairs. It includes income and expenditure planning, credit and borrowing, personal savings, taxes, insurance, social security, investing and retirement and estate planning. 3 Hrs.

BUSN 413 Auditing A study of auditing standards as they relate to internal, external and public-sector auditing. Topics to be covered include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisite: BUSN 306. 3 Hrs.

BUSN 415 Principles of Taxation This is a comprehensive study of the concepts underlying the federal tax system. The roles that major tax issues play in directing business and financial decision-making are a focal point in this study. Primary emphasis is placed on tax issues facing corporations and partnerships. Personal income taxes are covered only in the context of how sole proprietors and partners would be affected by tax decisions. Prerequisites: BUSN 207 and 208. 3 Hrs.

BUSN 420 International Business This course surveys and analyses similarities and differences in management and business practices in selected countries in diverse parts of the world. Evaluation of socio-economic, political, legal, educational and cultural factors on managerial decision-making and business practices in specific environments. Some use of case analysis. Prerequisites: ECON 203 and 204; BUSN 340. 3 Hrs.

BUSN 421 Organizational Behavior An examination of the behavioral aspects of organizations within our Society, this course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Students may elect this course as PSYC 421. 3 Hrs.

BUSN 432 The Entrepreneurial Enterprise The characteristics that distinguish an entrepreneurial enterprise from the concepts of the small business and the large firm are the focus of this course. Present and past case histories will be used to examine the risks and opportunities facing the entrepreneurial firm. The methods used to determine the feasibility of successfully establishing a company and to develop a business plan for entrepreneurial ventures will be studied. Prerequisites: BUSN 333, 340 and 360 or permission of the instructor.

BUSN 451 Interactive and Direct Marketing This course examines the technology, processes and marketing principles critical to the success of interactive, eCommerce and direct marketing companies, products, and projects. It extends the students understanding of the principles of marketing to the fastest growing and most dynamic sector of the world economy. Course work combines recitation, case study, and applied experiential learning. Prerequisite: BUSN 340. 3 Hrs.

BUSN 452 Marketing Management Marketing strategies used by management under a variety of circumstances and within a variety of business and organizational settings are the focus of this course. The case analysis method is used. Prerequisite: BUSN 340. 3 Hrs.

BUSN 453 Marketing Research This is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of market data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Pre-requisite: BUSN 340 and MATH 206. 3 Hrs.

BUSN 454 International Trade This course includes topics on international payments, international economic theory, contemporary economic nationalism, international investment and currency problems and the commercial policies of foreign countries. Prerequisites: ECON 203 and 204. 3 Hrs.

BUSN 455 Personal Selling This course focuses on the fundamentals of personal selling with an emphasis on the development of professional, consultative selling skills. Since selling is an essential key to sucess in the marketing process, understanding selling is essential for all marketers. The course combines recitation, case study, and applied experiential learning. Prerequisite: BUSN 340. 3 Hrs.

BUSN 470 Principles of Investment This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. Prerequisite: BUSN 360. 3 Hrs.

BUSN 472 Seminar in Financial Management This is an in-depth treatment of advanced problems in managerial finance. Topics include working-capital management, capital budgeting, cost of capital, valuation, dividend policy and long-term financial management. Prerequisites: BUSN 360. 3 Hrs.

BUSN 485 Strategic Management Designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations, this course provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisites: ECON 203 and 204; BUSN 207, 208, 305, 320, 324, 333, 340, 360, & 420; or permission of the instructor. 3 Hrs.

BUSN 492 Current Topics This course is designed to investigate and evaluate current topics or specialized areas of business. Course topics are announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered.3 Hrs.

BUSN 495 Independent Research/Study This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the division chairman. Open to senior business majors with a 3.000 gradepoint average in the major. 1, 2 or 3 Hrs.

CHEMISTRY

CHEM 101 General Chemistry I This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids and gases; and stoichiometric relationships, the properties of solutions, colloidal systems, chemical equilibria and hydrocarbons. Three hours lecture a week. Designed primarily for non-science majors. 3 Hrs. (Fall)

CHEM 101L Lab Introduction I This laboratory introduces the student to elementary glass-working; general laboratory equipment and techniques, the principles of quantitative operations and qualitative analysis. Three hours laboratory a week. $25 lab fee. 1 Hr. (Fall)

CHEM 102 General Chemistry II This course is an introduction to organic chemistry and biochemistry, including functional groups, reactions and synthesis. Three hours lecture a week. Designed primarily for the non-science major. Prerequisites: CHEM 101 or permission of the instructor. $25 lab fee. 3 Hrs. (Spring)

CHEM 102L Lab Introduction II The student in this laboratory is introduced to semi-micro, chromatography, elementary organic and biochemical techniques. Prerequisites: CHEM 101L or permission of the department. Three hours laboratory a week. $25 lab fee. 1 Hr. (Spring)

ECONOMICS

ECON 203 Macroeconomics This is an introductory survey of aggregate economic principles; the scope and method of economic; business organizations; money and prices; national income theory; economic stabilization policies and international trade. 3 Hrs.

ECON 204 Microeconomics This is a survey of economic principles dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations.

ECON 300 Current Topics or Specialized Areas in Economics Courses designed to investigate and evaluate current topics or specialized areas of economics. Course topics are announced the term preceding the ofering. Prerquisite: To be designated for each specific course offered. 3 Hrs.

ECON 351 Money and Banking This is a study of the fundamental principles and practices of the money and credit systems of the United States; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy. Prerequisites: ECON 203, 204; BUSN 207, 208. 3 Hrs.

ECON 355 Capitalism This course explores the connection between money and power in our world and its effects on the way we live our lives. Current topics such as movements of the Federal Reserve system with respect to interest rates will be considered from both election and non-election year standpoints. While focus will be on the United States economy, international monetary and financial topics will also be discussed. This course gives an overview of the events that shape the world. 3 Hrs.

ECON 454 International Trade This is a study of international payments, international economic theory, contemporary economic nationalism, international investment and currency problems and the commercial policies of foreign countries. Prerequisites: ECON 203 and 204. 3 Hrs.

EDUCATION

EDUC 221 Foundations of American Education Sociological, historical and philosophical background, purposes and concepts basic to the development of public education in the United States. Primarily for sophomore level students; required of all students in teacher education. 3 Hrs.

EDUC 225 Elementary School Curriculum and Instruction Curricular planning and development skills with emphasis on designing and implementing integrated activities, developing individualized materials and classroom organization and management. A field experience is required. Prerequisite for other methods and materials courses. 3 Hrs.

EDUC 270 Educational Technology Students gain an understanding of the basic concepts of hardware and software and the uses of the computer in instructional programs by identifying, evaluating and selecting effective course ware, identifying and/or developing teaching strategies necessary to integrate course ware into the on-going instructional program and using the computer for Computer Assisted Instruction and Computer Managed Instruction. This course fulfills the writing intensive requirement. A field experience is required. 3 Hrs.

EDUC 299 Exploratory Internship in Education This internship is to provide students with the opportunity to explore career options through on-site experiences in educational settings. This internship does not count toward the major. 1, 2, or 3 Hrs.

EDUC 310 Educational Psychology Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management and assessment. Students will participate in six field placements in which they will observe contemporary research in authentic classroom situations. Pre- or co-requisite: PSYC 201. 3 Hrs.

EDUC 345 Content Area Reading The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Should be taken the fall term prior to student teaching. 3 Hrs.

EDUC 352 Topics in Education Intensive consideration of a problem in education that is not offered on a regular basis in the curriculum. The topics for the course will vary from term to term. Prerequisite: sophomore status or above. 3 Hrs.

EDUC 401 Teaching Reading and Other Language Arts Curriculum and teaching strategies in the language arts with emphasis on the interrelatedness of all language processes including reading, writing, listening, speaking, viewing, and visually representing. Includes an overview of basic reading skills and methods for teaching reading and the writing process. Integration of the language arts in all curricular areas is studied. A field experience is required. 3 Hrs.

EDUC 402 Diagnosis and Correction of Reading Difficulties Teaches students how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. Prerequisite: EDUC401. 3 Hrs.

EDUC 404 Mathematics Curriculum, Instruction and Assesment Provides a comprehensive overview of developmentally appropriate teaching methods, materials, resources and strategies related to effectively teaching mathematics concepts in elementary schools. Emphasis will be placed on reasoning, problem solving and the integration of mathematics in other areas of the elementary school curriculum. A field experience is required. 3 Hrs.

EDUC 411 Social Studies Methods/Materials in the Elementary School Examines developmentally appropriate teaching methods, materials, resources and strategies related to designing effective science learning experiences in elementary schools. Emphasis will be on connectedness of science to other areas of the elementary school curriculum. A field experience is required. 3 Hrs.

EDUC 412 Science Curriculum, Instruction and Assesment Examines developmentally appropriate teaching methods, materials, resources and strategies related to designing effective science learning experiences in elementary schools. Emphasis will be on connectedness of science to other areas of the elementary school curriculum. A field experience is required. 3 Hrs.

EDUC 436 Secondary Methods/Materials Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in fall term of senior year. 3 Hrs.

EDUC 449 Practicum in Student Teaching Course is designed for those students with extensive experience or certification in teaching one area who now desire certification in area of experience or second area certification. Will include directed observation and student teaching in selected schools. Offered on demand. Grading is P/F. Student Teaching Fee: $25. Prerequisite: Permission of the instructor. 3,4,5,6 Hrs.

EDUC 450 Individual Studies in Education Programs of study for experienced classroom teachers, following their interests and needs, are planned with the help of the instructor. Persons interested in enrolling in Education 450 must confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Offered on demand. Prerequisite: Classroom teaching experience and permission of the instructor. 1, 2 or 3 Hrs.

EDUC 452 Post-Practicum Seminar in Secondary Education This seminar course which follows student teaching and is part of the professional block is designed to provide the final integration of the theoretical and practical aspects of the education profession. Through seminar topics and individual study, students will assess and strengthen the understandings and competencies required of teachers in secondary education. Grading is P/F. 2 Hrs.

EDUC 498 Supervised Internship for Lateral Entry Teachers This practicum includes: direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. 3 Hrs.

EDUC 499A Professional Internship: Elementary Directed observation and student teaching in selected schools, grades K-6; seminars are scheduled throughout this period. Grading is P/F. Student Teaching Fee: $50. 12 Hrs.

EDUC 499C Professional Internship: Secondary Student Teaching Directed observation and student teaching in selected schools, grades 9-12; seminars are scheduled throughout this period. Grading is P/F. Student teaching fee: $50. 9 Hrs.

EDUC 499D Professional Internship: Foreign Language Directed observation and student teaching in selected schools, grades K-12; seminars are scheduled throughout this period. Grading is P/F. Student teaching fee: $50. 9 Hrs.

GRADUATE EDUCATION COURSES

EDUC 501 Human Learning and Cognition The purpose of this course is to critically investigate learning principles and theories and apply them to contemporary educational situations. Students will actively engage in contemporary research on topics pertaining to the learning process, motivation, individual and group differences, memory, and higher-cognitive functioning. Students will learn the use of multicultural explorations in subject matter, individual differences in teaching styles, assessment practices, and study and learning strategies for EOG testing, and reflection on teaching strategies. Research, Reflective Writing, Case Studies. Phase I Course. 3 Hrs.

EDUC 502 Child and Young Adolescent Development This course is a study of contemporary human growth and development from conception through adolescence, with a focus on the elementary-aged child. Students will participate in class discussion, evaluate and assess developmental research methodology, and apply various teaching strategies to promote child development in the following domains: cognitive, affective, social, physical, linguistic, personal, and moral development. Students will demonstrate their abilities to foster student development through a final research project that will incorporate all of the topics listed above. Students will explore current trends and issues in diversity, group and individual differences, and use technology to enhance and support children's development. Research, Reflective Writing, Case Studies. Phase I course. 3 Hrs.

EDUC 503 Educational Research and Evaluation The purpose of this course is to teach students how to investigate and analyze various educational research findings. Students will then apply this new knowledge by synthesizing their findings and creating a research proposal within a real world setting. Students will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. Additional topics include reflective examination of current school learning and teaching practices; assessment strategies in contemporary classrooms; identifying support for research in elementary school settings; and examining content pedagogy. Research, Reflective Writing, Case Studies. Phase II Course. 3 Hrs.

EDUC 510 Educational Psychology Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. Students will participate in six field placements in which they will observe contemporary research in authentic classroom situations. Pre or co-requisite: PSYC201. 3 Hrs.

EDUC 513 Mathematics Curriculum, Instruction and Assessment This course emphasizes conceptual understanding of mathematical concepts in the child-centered classroom. Students learn developmentally appropriate strategies for diverse populations. Topics include National Council Standards and NC Standard Course of Study, lesson plans, reasoning skills, cooperative learning, problem solving, multiple assessment techniques, error pattern analysis, the use of technology and curriculum integration. Strategies of NC End of Grade Tests. Field experience and reflective journal required. Phase I Course. 3 Hrs.

EDUC 514 Educational Technology This course provides instruction in advanced competency skills and the infusion of technology in the curriculum. The focus of the course is on the use of technology to support learning and assessment strategies for diverse populations, ethical and legal issues, electronic communication, the Internet as a research tool, evaluation of software and web sites, and the use of technology to increase teacher's productivity. Strategies of NC End of Grade Tests. Field experience and reflective journal, technology journal required. Phase I Course. 3 Hrs.

EDUC 515 Foundations of American Education Educational theory and practice in the United States will be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society, including current sociological issues; and the governance, financing and legal aspects of teaching and learning. Research. Phase I Course. 3 Hrs.

EDUC 520 Elementary School Curriculum and Instruction In this course students explore the K-6 curriculum with emphasis on the NC Course of Study, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate, and the use of INTERNET for resources. Students practice reflective writing, are video-taped and learn how to self-assess their teaching behaviors. Strategies of NC End of Grade Tests. Field experience and reflective journal required. Phase I Course. 3 Hrs.

EDUC 524 Diagnosis and Correction of Reading Difficulties Assessment and evaluation of the diverse population of reader's attitudes, interests, use of cueing systems, reading strategies and comprehension of text. Use of ongoing and systematic evaluation. Define, develop, and apply corrective instruction. Monitor and document student's progress, strengths, and needs. Record summaries of assessment data on graphic and narrative reports to share with parents and school personnel. Strategies of NC End of Grade Tests. Field experience, student analysis and reflective journal required. Phase I Course. 3 Hrs.

EDUC 525 Diversity in Schools Investigates similarities and differences within cultures, race, gender, ethnicity, socioeconomic status, religion, and exceptionality in the United States School system. Examines various ways to meet (K-6) students' needs in diverse classrooms. Phase II Course. 3 Hrs.

EDUC 527 Teaching Reading and Other Language Arts An in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature to extend knowledge base and assist student in developing a philosophy of reading instruction emphasizing the reading process, the challenges of the diverse classroom, and the integration and interrelationship of all the language arts. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonic, and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processes in all curricular areas. NC Standard Course of Study and National Standards for Reading Instruction will be used as basis for K-6 lesson development. Strategies of NC End of Grade Tests. Field experience, student analysis and reflective journal required. Phase I Course. 3 Hrs.

EDUC 533 Science Curriculum, Instruction and Assessment This course emphasizes science attitudes and process skills, science concepts, and the integration of science across the curriculum. Students learn developmentally appropriate hands-on strategies for diverse populations. Topics include organizing for effective science teaching, safety, methods of inquiry, questioning techniques, using technology, diagnosing and correcting misconceptions, and the role of science in every-day life. National Standards and NC Standard Course of Study are addressed. Field experience and reflective journal required. Phase I Course. 3 Hrs.

EDUC 540 Social Studies Curriculum, Instruction and Assessment Overview of theories of learning and strategies and the integration of Social Studies across the curriculum. Reflective writing, valuing a multicultural environment, National standards and NC Standard Course of Study will guide students learning. Cooperative learning, group process, and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. Field experience and reflective journal required. Phase I Course. 3 Hrs.

EDUC 551 Teacher as Researcher This course describes the nature and purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Students will formulate a re-search question, review related literature, and plan and carry out their own research in school settings. The learning product of this course will be a publishable paper to be presented at the Action Research Symposium. Co-requisite: EDUC552. Phase II Course. 2 Hrs.

EDUC 552 Seminar in Reflective Practice Students will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs, and classroom climate of their Performance Based Licensure portfolio. Students will serve as mentors for preservice teachers and lead seminar discussions. Co-requisite: EDUC551. Phase II Course. 1 Hr.

EDUC 590 Topics in Education This course provides intense consideration of a topic in education related to students in grades K-6. The topic for the course will vary from term to term. 3 Hrs.

EDUC 592 Directed Individual Study This course requires independent reading and investigation of the literature relevant to a specific topic or area of education. Students must complete and have approved a proposal for an independent study on a form available in the graduate programs office, prior to registration for this course. This course may be repeated for a maximum of six credit hours. 1, 2, or 3 Hrs.

EDUC 499A Professional Internship This course is the culminating experience for Phase I of the MAT program. Students will spend 13 weeks as interns in two supervised, assigned placements in the Charlotte Mecklenburg School System. Through this internship, students will integrate the theoretical and clinical dimensions of Phase I coursework through direct classroom experience. Reflective Journal, Case Studies. Final Course in Phase I. 9 Hrs.

EDUC 601 Educational Research and Evaluation Examines empirical, logical and conceptual research problems; methods and procedures of qualitative and quantitative research; interpreting research; writing reviews of related literature; library research. Students will critically analyze research designs, explore and assess various research methods, acquire a conceptual knowledge of statistical procedures and interpret results of research findings. 3 Hrs.

EDUC 608 Teaching the Diverse Learner Investigates similarities and differences within cultures, races, gender, ethnicity, socio- economic status, religion and exceptionality in schools. Provides students with broad base knowledge and skills to increase effectiveness in meeting the needs of diverse learners. 3 Hrs.

EDUC 615 Word Study Examines spelling instruction that relies on an understanding of English orthography and the way in which children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. 3 Hrs.

EDUC 620 Young Adult Literature Provides a study of literature for adolescents. Consideration will be given to genres and sub-genres; background and development; appropriateness to cognitive, emotional and psychological development; selection of works and incorporation into the classroom.

EDUC 630 Foundations of Reading Instruction Provides an overview of the entire K-12 reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. Time will be reserved in section A (Elementary) to discuss reading instruction past the elementary grades. In section B (Secondary), practices of early reading instruction will be covered. 3 Hrs.

EDUC 640 The Teaching of Writing Provides theories, research and critical issues related to students' writing development and effective writing instruction. Implementing the writing process across the curriculum. 3 Hrs.

A - Elementary

B - Secondary

EDUC 650 Assessment, Diagnosis, and Instruction to Remediate Reading Difficulties Examines causes of reading disabilities, diagnostic instruments, standards and informal assessment procedures, report writing, and materials and methods of instruction for an atypical reader. Works with individual students or small groups identifying problem readers. Corequisite EDUC 660 Practicum in Reading Diagnosis 6 Hrs.

EDUC 660 Practicum in Reading Diagnosis A comprehensive practicum that involves the supervised assessment of the reading and language arts abilities of children and adolescents. In a supervised clinical experience, students develop, administer, interpret, and score formal and informal tests, write case reports, and analyze reading and language arts problems. 3 Hrs.

EDUC 670 Current Issues and Practices in Literacy Examines theories, research and instructional methods associated with reading and the language arts; questions of effectiveness related to instructional approaches and materials. 3 Hrs.

EDUC 680 Action Research Examines the nature and purpose of collaborative action research and how the action research process is used to strengthen literacy and improve school climate. Students will formulate a research question, plan and carry out their own research in school settings. The learning product of this course is a publishable paper to be presented at the Action Research Symposium. 3 Hrs.

EDUC 690 Seminar in Collaborative Leadership and Professional Development Seminar focused on the self-direction and professional development of literacy specialists and the value of action research to professional growth, with an increasing emphasis on becoming instructional leaders, including mentoring, staff-development, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. 3 Hrs.

ENGLISH

Prerequisites: ENGL 101 and 102 are prerequisite to all English courses numbered 300 or above.

ENGL 099 Basic Composition This course will help students learn the fundamentals of grammar, develop proofreading skills, and write well-structured sentences and paragraphs. Credit for this course may not be used toward graduation requirements. 1 Hr.

ENGL 101 Communications Skills I This course develops the students' writing skills and introduces research techniques. Emphasis is on the creation and revision of a variety of writing projects. 3 Hrs. (Fall, Spring, Summer)

ENGL 102 Communications Skills II This course continues to develop the student's writing and research skills with focus on writing about literature: poetry, drama, and fiction. Prerequisite: ENGL 101 3 Hrs. (Fall, Spring, Summer)

ENGL 200 Introduction to World Literature Masterpieces of world literature from the ancient to the modern. Focus on selected periods from the ancient classical and biblical world through the Medieval, Renaissance, Enlightenment, Romanticism, Realism, Naturalism, and Modern periods. Emphasis on authors, genres, periods, or themes may change. 3 Hrs.

ENGL 210 British Literature to 1660 Historical survey and critical exploration of the major periods, genres and attitudes of English literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. The works of Chaucer, Shakespeare and Milton are highlighted. Primarily for sophomores; 210 need not be taken before 220, but both should be taken early in the major as foundations for later courses. 3 Hrs. (alt. Fall)

ENGL 220 British Literature 1660 to Present Historical survey of the major movements and periods of English literature from the Restoration and Neo-classicism through 19th century Romanticism and Realism to the Modern period. ENGL 210 and 220 should be taken early in the major as foundations for later courses. 3 Hrs. (alt. Spring)

ENGL 230 Survey of American Literature Provides an overview of the particular properties and the major movements of literature in the United States as seen in the works of selected writers from the colonial period to the present. This course serves as a prerequisite for all other courses in American literature offered by the department. 3 Hrs. (alt. Fall)

ENGL 303 Major Figures in World Drama: Ancient Greece to the Renaissance Survey of dramatic literature from ancient Greece to the Renaissance with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. 3 Hrs.

ENGL 304 Major Figures in World Drama: Renaissance to Modern Survey of dramatic literature from the Renaissance to the time of Ibsen with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. 3 Hrs.

ENGL 306 Creative Writing Study of principles of creative writing, with special attention to the various forms. The course will include study of principles of writing, with special attention to observation and reflection, form and meaning, modern usage and effective expression. 3 Hrs.

ENGL 308 The Writing of Poetry Advanced practice in writing of poetry and in scholarly criticism of contemporary poetry. This course is for serious poets with understanding of and experience in free verse and traditional forms. Prerequisite. ENGL 306. 3 Hrs.

ENGL 309 Chaucer and Medieval Literature Readings in medieval English literature with emphasis on Chaucer and the Canterbury Tales. 3 Hrs. (alt. Fall)

ENGL 310 Writing of Fiction An intensive study of the writing of short fiction, focusing on a command of point of view, plot, and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with extensive revisions over the course of the semester. 3 Hrs.

ENGL 313 Shakespeare Representative comedies, histories, tragedies and romances with emphasis on Shakespeare's development as a dramatic artist. 3 Hrs. (Spring)

ENGL 318 Seventeenth Century British Literature Study of poetry, drama and prose with emphasis on Jonson, Donne, the Metaphysicals and Milton. 3 Hrs. (alt. Fall)

ENGL 322 Nineteenth Century British Literature Critical study of the development of romanticism and its influence throughout the Victorian period. Readings include poetry, nonfiction prose and the novel. Emphasis on authors, genres or themes may change. 3 Hrs.

ENGL 324 Nineteenth Century American Literature Critical examination of major works and literary movements in nineteenth-century American literature, including the American "Romantics", the poetry of Emily Dickinson and Walt Whitman, the development of the American novel, the development of slave narratives and protest literature, the rise of Realism, and the development of an American literary identity. Prerequisite: ENGL 230 or permission of the instructor. 3 Hrs.

ENGL 325 The Novel Development of the novel as a literary form using selected works of English fiction from the 18th century to present. 3 Hrs. (alt. Fall)

ENGL 326 Modern British Literature Examination of British literature from the turn of the century to the 1950s. Emphasis on the works of Joyce, Yeats, Shaw and the Bloomsbury Group. Central themes and technical innovations in 20th-century poetry, fiction and drama will be explored. 3 Hrs. (alt. Spring)

ENGL 327 Modern Drama Study of world drama from the realism of Ibsen through naturalism, expressionism and symbolism to the current avant-garde theater. 3 Hrs. (alt. Fall)

ENGL 328 Modern American Literature This course examines modern American literature from the turn of the century to the present. The emphasis will be on Eliot, Frost, Williams, Stevens, Faulkner, Hemingway, Ellison, Malamud, Oates, Cather and Morrison. 3 Hrs. (alt. Spring)

ENGL 332 African American Literature Critical examination of work by African American authors and of movements within the African American literary tradition, whch has developed both within and outside of dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African Diaspora, African American literary theory, and the development of an African American literary identity. Prerequisite: ENGL 230 or permission of the instructor. 3 Hrs.

ENGL 333 Southern Literature Study of the growth and development of the literature of the American South. The course will emphasize unique regional qualities of subject, theme and style. 3 Hrs.

ENGL 336 Tragedy Exploration of various possibilities of defining tragedy in terms of the protagonist, plot, an effect upon the audience, an attitude toward life or others. 3 Hrs.

ENGL 337 Comedy This course examines the nature of comedy as a literary form from low farce to sophisticated high comedy in prose fiction, film and drama. Beginning with classic examples from Aristophanes, Shakespeare and Moliere, the course will focus finally on the contributions of such modern writers as Shaw, Neil Simon and Woody Allen. Attention will center upon comedy's manipulation of language, character, plot and traditional "lazzi" to accomplish its special cathartic purpose of keeping humanity close to sanity and balance. 3 Hrs.

ENGL 350 Contemporary Literature This course provides an opportunity for examination of authors, genres and movements prominent on the literary scene since 1950. Topics will vary. May be repeated once with different topics. 3 Hrs.

ENGL 355 Special Studies in Literature: Drama, Fiction, Poetry Students will read works of literature and interpret them in the light of modern critical essays and selected works by major authors. Seminar for seniors only. 3 Hrs. (alt. Spring)

ENGL 455 Independent Study Literature: Drama, Fiction, Poetry Independent study of a topic in drama, fiction, or poetry resulting in a research paper which is evaluated by two members of the department. Open to junior and senior majors with a 3.0 average in English. Student must have taken at least six hours of upper-level English courses and have permission of the department. 1-3 Hrs.

ENGL 460 Studies in Literature and Criticism Students will read works of literature and interpret them in the light of modern critical essays and selected works by major authors. Seminar for seniors only. 3 Hrs. (alt. Spring)

ENVIRONMENTAL SCIENCE

ENVR 101 Environmental Science A study of some of the environmental issues confronting our modern society. Selected scientific principles are considered to the extent necessary for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development and possible solutions of the problems. Specific topics include natural ecosystems, human population, food production, energy, transportation, water pollution and air pollution. Three hours lecture, two hours laboratory a week. Lab fee $25. 4 Hrs.

FOREIGN LANGUAGE

FREN 101, 102 Elementary French Presentation of the basic structure of the language, with emphasis on correct oral and written use of the language. 3 Hrs., 3 Hrs.

GERM 101, 102 Elementary German I and II Presentation of the basic structure of the language, with emphasis on correct oral and written use of the language. 3 Hrs., 3 Hrs.

LANG 101, 102 Elementary Foreign Language Fundamentals of grammar and phonetics, reading, writing and conversation. Specific languages can be offered based on demand and faculty interest. 3 Hrs., 3 Hrs.

SPAN 101, 102 Elementary Spanish Presentation of basic grammatical structure with emphasis on correct oral and written use of the language;introduction to the Hispanic civilizations. 3 Hrs., 3 Hrs.

FREN 442 or SPAN 442 Methods and Materials for Foreign Language Teaching Required for students who wish to teach foreign language at the secondary and/or elementary level. Study of current tends in methodology, resources, materials and strategies applicable to foreign language instruction. 3 Hrs.

HISTORY

HIST 201 Western Civilization to 1600: the Emergence of the West
A survey of the history of civilization from the ancient world to the European crises of the seventeenth century, with emphasis upon the political, social, cultural, and intellectual development of Western civilization. 3 Hrs. (Fall)

HIST 202 Western Civilization Since 1600: the West in the World
A survey of the history of civilization from the end of the religious wars and the emergence of the great European powers to the crises of the twentieth century and nuclear age, with emphasis generally upon the political, social, cultural, and intellectual development of Western civilization. 3 Hrs. (Spring)

HIST 203 The United States to 1877 Rise of an American tradition; establishment of a nation; economic and social developments; expansion and sectional controversy; war and reconstruction. 3 Hrs.

HIST 204 The United States Since 1877 Settling the West; the triumph of business; reform movements and foreign affairs; the New Deal era; the Cold War era. 3 Hrs.

HIST 315 Oral History Examination of ways in which cultures were preserved in the past (folklore, work and protest songs, handicrafts, etc.) and the study of and practice in methodology of gathering and preserving historical information in oral form. 3 Hrs.

HIST 325 American Foreign Policy to 1945 Major themes in the history of American diplomacy to 1945 with emphasis on their applications, modification, and development in relation to America's increased responsibilities as a world power. Prereq-uisites: HIST 105 or 203 or 204 or permission of the instructor. 3 Hrs.

HIST 340 African-American History This course concentrates on the history of African-Americans from the colonial period to the present. It introduces students to the historical literature concerning the course of slavery in the United States, its abolition and aftermath, as well as the experience of free blacks in the North and South. It focuses on the institutionalization of segregation and African-American efforts to achieve equality in an unequal system, culminating in the civil rights movement of the recent period. Cultural history - art, literature, and music - are integral to the course, as is the experience of African-American women. 3 Hrs.

HIST 341 Civil Rights Movements in Modern America In 1903 W.E.B. DuBois, the great African American scholar and activist, argued that "the problem of the twentieth century is the problem of the color line." This course explores the unraveling of the color line in postwar America from a political and cultural perspective. Includes analysis of the strategies and tactics grass roots political activists employed in their assault on disfranchisement and Jim Crow segregation; examination of the African American "movement culture;" and the limitations of black political activism and the failed struggle for civil rights in the North. Prerequisite: HIST 204, POLS 201, or permission of the instructor. 3 Hrs.

HIST 343 The United States at War in Vietnam A study of our longest war, the U.S. involvement in Vietnam (1950-1974). Special attention will be given to the critical period 1963-1973, which began with the toppling of the Ngo Dinh Diem regime and ended with the withdrawal of U.S. troops. The course will cover many facets of the conflict from a diversity of perspectives. Prerequisite: HIST 105 or 204 or permission of the instructor. 3 Hrs.

HIST 345 Religion in America This course will provide students with a survey of the most important movements, people, and events in American religious history from the settlement of the colonies to the present. The course will examine Protestant, Roman Catholic, and Jewish traditions, as well as important cults and religious alternatives outside the traditional mainstream. Prerequisite: HIST 203 and 204 or permission of the instructor. **NOTE:** This course may be elected as RELG 345. 3 Hrs.

HIST 346 North Carolina History A careful study of the events and personalities which have shaped North Carolina. This course permits students to become actively engaged in historical analysis by focusing on local history, and in some cases, by visiting historic sites. Prerequisite: HIST 105 or 203 or 204 or permission of the instructor. 3 Hrs.

HIST 347 The Old South This course traces the history of the South from the 1780's to 1865. In particular, it will study the social, economic, political, cultural, and religious history of the old South, with special attention to the plantation system, the institution of slavery, gender relations, the sectional crisis and the Civil War. Prerequisite: HIST 105 or 203 or permission of the instructor. 3 Hrs.

HIST 348 The New South This course traces the history of the South from 1865 to the present. While political events from Reconstruction to the Civil Rights Movement frame the context, the course also examines the social and cultural context of the South through literature, art, and music. It pays particular attention to the history of race, gender, and labor issues that continue to occupy southerners today. It explores southern stereotypes and grapples with the question of regional difference and ideology. Prerequisite: HIST 105 or 204 or permission of the instructor. 3 Hrs.

HIST 349 The Civil War and Reconstruction This course will examine the social, political, economic, and cultural causes and consequences of the American Civil War and Recon-struction. The course will emphasize the African-American experience, the civilian experience, the common soldier's experience, the major military campaigns, and politics. Text and readings for the course will include, but not be limited to, the work of Bruce Catton, Archer Jones, Kenneth Stampp, and Michael Perman. Prerequisite: HIST 105 or 203 or 204 or permission of the instructor. 3 Hrs.

HIST 350 Topics in Film and History This course will consider films as historical documents and the filmmaker as historian. The purpose of the course is to explore major historical events and thematic topics in history as they are reflected in film and as they affect the making of film. Focus will be on the relation between the historical record and the film record. Topics will include such things as the Depression era, women and film, the Vietnam War. 3 Hrs.

HIST 351 Pop Culture and the Consumer Ethic in American History In the 1920s flappers and families dominated American comic strips. In the 1930s these strips were replaced by the likes of Buck Rogers, Dick Tracy, and Batman. Why the change and what does the shift tell us about America's transition from the Roaring Twenties to the Great Depression? In this course we will examine such questions, exploring the varied meanings behind expressions of popular culture and what such cultural forms tell us about the period in which they were created. This course will also explore the historical underpinnings behind the rise of mass media, paying specific attention the interplay between industrialization and mass production and a culture based on the principle of consumption. 3 Hrs.

HIST 363 The History of Our Time This seminar is an exercise in the historical imagination. It considers those events and persons which dominate today's headlines, and considers them from an historical perspective. Specific themes will vary from semester to semester, but may include, for example, investigations of world conflicts, political controversies, social and economic developments, and cultural debates. Prerequisite: To be announced. 3 Hrs.

HIST 389 Topics in United States History Topics are announced annually. Prerequisites: HIST 105 or 203 or 204 or permission of the instructor. 3 Hrs.

HIST 392 American Women Derived from primary sources of women themselves, this study examines the central role of women in U.S. history. The study focuses on the period 1830 to the present, with particular attention given to race, region, and class. 3 Hrs.

HIST 395 Intellectual History of the United States A study of the intellectual tradition of the nation and the unique synthesis of ideas that has characterized American thought. Through examination of a cross-section of the works of major intellectual figures and exploration of the modes of thought of various generations, the course aims to provide students with deeper insights into the development of the "American" mind. Among topics under consideration are: the Puritan Mind, the American Enlightenment, ideas of the New Republic, the Mind of the South, individualism, pragmatism, conservatism, and reform. Prerequisite: HIST 105 or 203 or 204. 3 Hrs.

HIST 397 The United States: 1920 to 1945 The domestic history of the United States from 1920 to 1945; stress placed on diverse cultural and intellectual developments with special attention to the strain of social change and the subsequent responses of the institutions and movements. Prerequisite: HIST 105 or 204 or permission of the instructor. 3 Hrs.

HIST 398 The United States: 1945 to the Present The domestic history of the United States during the post-World War II years; stress placed on the 1950s and 1960s and the intellectual, cultural, and social ferment from that period to the present. Prerequisite: HIST 105 or 204 or 397 or permission of the instructor. 3 Hrs.

HIST 449 Directed Readings in History Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic. 1-3 Hrs.

HIST 450 Independent Study in History Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic or project. 1-3 Hrs.

HUMAN & COMMUNITY SERVICES

HCSV 101 Introduction to Human & Community Services This course will introduce the student to historical development of the human service professional and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems and broad scope of human services, as well as exposure to various agencies and agency policies. 3 Hrs.

HCSV 300 Topics in Human and Community Services This course will require intensive consideration of a single topic in human and community services. Topics and prerequisites will vary depending on the topic and instructor. 3 Hrs.

HCS 306 Research Methods Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation, and scientific writing. Particular attention to program evaluation is included. Prerequisite: Psyc 201 or Soci 203. Co-requisite: Math 206. 3 hrs.

HCS 306L Research Methods Lab A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. Prerequisite: Psyc 201 or Soci 203. Co-requisite: Math 206. 1 hrs.

HCSV 350 Independent Study in Human and Community Services Independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor and the division chairperson. 1-3 Hrs.

HCSV 352 Topics in Human and Community Services Investigation of a single topic or area of human and community services. The topic may vary from term to term. May be taken more than once with different subtitles. 3 Hrs.

HCSV 400 Senior Seminar in Human & Community Services This is the capstone course of the program. The course requires the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. Prerequisites: All other core courses. 3 Hrs.

INFORMATION SYSTEMS

ISYS 110 Fundamentals of Microcomputers This course introduces the fundamentals the personal computer (PC) with emphasis on the use of the PC to improve personal productivity. Application topics include word processing, spreadsheet, database, presentation graphics and communication software. 3 Hrs.

ISYS 120 Advanced Concepts in Microcomputers This course provides advanced instruction in personal productivity applications using word processing, spreadsheet, database and presentation graphics software. Prerequisite: ISYS110 or permission of the department. 3 hrs.

ISYS 230 Introduction to the Internet An overview of the Internet from an end-user perspective. Topics include the structure and uses of the Internet, use of web browser software and creating personal web pages. Prerequisite: ISYS110 and sophomore standing or permission of the department. 3 hrs.

ISYS 270 Introduction to Information Systems An overview of the nature and uses of information systems in today's society. Topics range from hardware and software technologies to issues of privacy and ethics. Intended for both IS and non-IS majors.

ISYS 310 Applications Programming I An introduction to software engineering methodologies and the development of software applications using RAD tools. Topics include interface design, structured programming and file input/ output. Programming concepts are applied using a current software development environment. Prerequisites: MATH 105 (with a minimum grade of C), PHIL 204.

ISYS 330 Applications Programming II Extension of the concepts and skills presented in ISYS 240. Topics include object oriented programming, database connectivity, client-server software development and an overview of software development systems. Programming concepts are applied using a current software development environment. Prerequisite: ISYS 310.

ISYS 350 Systems Analysis and Logical Design Concepts, principles, tools and techniques of information systems analysis and design. Topics include the role and responsibilities of modern systems analysts. Students will complete a significant systems analysis and design project . Prerequisite: ISYS 310. 3 Hrs.

ISYS 370 Database Management Systems Design and development of database management systems. Topics include file systems, the relational database model, structured query language and normalization and database design. Students will complete the detailed physical design and implementation of a database system. Prerequisite: ISYS 350. 3 Hrs.

ISYS 410 Networking and Telecommunications In-depth coverage of telecommunications fundamentals, including voice-video-data for LAN, MANN and WAN network systems. Topics include data communication and telecommunication concepts, models, and standards. Installation, configuration, systems integration and management of the technologies will be practiced. Prerequisite: ISYS 350. 3 Hrs.

ISYS 450 Project Manage-ment and Practice Factors necessary for successful management of major projects. Topics include both the technical and behavioral aspects of project management and the project management body of knowledge (PMBOK). Intended for both Business and IS majors. Prerequisite: ISYS 350 or permission of the department. 3 Hrs.

ISYS 470 Senior System Project Advanced IS majors engage in and complete the design and implementation of a significant information system. Project management, management of the IS function and systems integration are components of the project experience. Prerequisite: ISYS 350. 3 Hrs.

ISYS 490 Current Issues in Computer Information Systems An advanced readings course dealing with relevant issues in the IT industry. Topics include current and evolving standards, current and emerging technologies, government regulation, e-commerce, IT workforce management, security, ethics and privacy. Prerequisite: ISYS 370. 3 Hrs.

ISYS 492 Topics in Information Systems An investigation of specialized areas of computer information systems not covered by other courses. Course topic is announced the semester preceding the offering. Prerequisite: to be determined for each specific course offered. 3 Hrs. May be repeated with different subtitles.

ISYS 495 Directed Reading / Independent Study A program of directed readings or a research project. Requires approval of the supervising professor and the Dean of the College. Open to senior majors in Information Systems with a GPA 3.0 in the major. 1-3 Hrs.

INTERDISCIPLINARY STUDIES

IDST 200 Interdisciplinary Studies An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. 3 Hrs.

IDST 300 Interdisciplinary Studies An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Elective credit only. 3 Hrs.

INTERIOR DESIGN

SEE ART/INTERIOR DESIGN, Pg. 96

INTERNSHIP

INTE 496 Professional Internship/Field Experience This course enables students to make a strong connection between theory and practice, study and work. It is designed for a student who has significant previous work experience and hopes to gain experience and skills in a new work environment. Students will work 130 hours for 3 hours of academic credit (86 for 2 hours and 43 for 1 hour of credit). Attendance at monthly seminars, reflection papers, and a final paper and presentation are required of each student. Approval of the internship site must be given by the Blair House for Internships and Career Programs. 1-3 Hrs.

MATHEMATICS

MATH 099 Basic Mathematics This is a developmental mathematics course including topics generally found in high school algebra II. Credit for this course may not be used towards graduation. 3 Hrs.

MATH 104 Mathematical Ideas This course will explore topics selected from number theory, probability theory, topology, and set theory. In addition, such areas as logic, modern geometries, chaos theory, and fractals may be addressed. Throughout, unifying concepts of investigation, conjecture, counter examples, and applications will be stressed. NOTE: This course does not prepare the student for subsequent enrollment in statistics or calculus. 3 Hrs.

MATH 105 Finite Mathematics Systems of equations, matrices, coordinate systems and graphs and an introduction to linear programming, stochastic matrices, the mathematics of finance, difference equations and mathematical models. All topics are applied to illustrate the uses of finite mathematics in other disciplines. High School Algebra. 3 Hrs.

MATH 110 Quantitative Business Methods A study of several key topics in mathematics that are applicable to other fields of study. Topics include linear and nonlinear functions, rates of change, mathematical systems, and finding maxima and minima. Emphasis will be placed on critical thinking and problem solving through the study of hypothetical cases and real-world problems. Math 110 and Math 105 may not both be counted toward graduation credit. Prerequisite: Math 099 or satisfactory performance on the mathematics placement exam. 3 Hrs.

MATH 111 Precalculus Topics will include functions and their graphs, exponential and logarithmic functions, trigonometric functions, trigonometric equations, the theory of polynomials, systems of equations, sequences, and analytic geometry. 3 Hrs.

MATH 206 Statistical Methods An introduction to data analysis and statistical concepts. Interpretation and calculations for description of single variables and simple regression, basic probability, random variables, confidence intervals, and tests of hypotheses. Computer software is introduced. 3 Hrs.

MFA IN CREATIVE WRITING

CRWR 501 Fiction Workshop I An intensive study of the writing of fiction, focusing on advanced techniques of prosody, narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Satellite Workshop component of the semester. 3 Hrs.

CRWR 502 Fiction Workshop II A continuation of the intensive study of the writing of fiction. 3 Hrs.

CRWR 601 Fiction Workshop III A continuation of the intensive study of the writing of fiction. 3 Hrs.

CRWR 602 Fiction Workshop IV A continuation of the intensive study of the writing of fiction. 3 Hrs.

CRWR 511 Poetry Workshop I An intensive study of the writing of poetry, focusing on advanced techniques of imagery, rhythm, and poetic structure. All instruction and discussion is revision-based. Students must submit at least 5 to 10 pages of work during the residency and four submissions of equal length in the Satellite Workshop component of the semester. 3 Hrs.

CRWR 512 Poetry Workshop II A continuation of the intensive study of the writing of poetry. 3 Hrs.

CRWR 611 Poetry Workshop III A continuation of the intensive study of the writing of poetry. 3 Hrs.

CRWR 612 Poetry Workshop IV A continuation of the intensive study of the writing of poetry. 3 Hrs.

CRWR 521 Creative Nonfiction Workshop I An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Satellite Workshop component of the semester. 3 Hrs.

CRWR 522 Creative Nonfiction Workshop II A continuation of the intensive study of the writing of creative nonfiction. 3 Hrs.

CRWR 621 Creative Nonfiction Workshop III A continuation of the intensive study of the writing of creative nonfiction. 3 Hrs.

CRWR 622 Creative Nonfiction Workshop IV A continuation of the intensive study of the writing of creative nonfiction. 3 Hrs.

CRWR 650 Gateway Seminar on Topics in Creative Writing A series of three-day seminars uniquely focused on the professional development of creative writers, focusing on different topics during each of the four required residencies. Students are required to take four Gateway Seminars for completion of the degree. All students must read required texts in advance of the seminars and file one-page response papers on each of the texts prior to the residency. 3 Hrs.

CRWR 651 Craft Seminars on Topics in Creative Writing A series of individual seminars focused on issues of theory and practice in creative writing. Students must take three Craft Seminars during each of the four required residencies, with a total of 12 Craft Seminars required for completion of the degree. All students must read required texts in advance of the seminars and file one-page response papers on each of the texts prior to the residency. 1 Hr.

CRWR 671 Thesis Hours Independent study with a faculty member chosen as the thesis advisor, working toward completion of the required Master's thesis. Students will register for thesis hours twice, during the third and fourth semesters, with the hours to be awarded upon the completion of the thesis. 3 Hrs.

CRWR 672 Craft Seminar Preparation Independent study with a faculty member chosen as an advisor to help the student formulate his or her presentation of a Craft Seminar in the graduating residency, as required for the completion of the degree. Students will register for craft seminar preparation twice, during the third and fourth semesters, with the hours to be awarded upon the completion of all degree requirements. 3 Hrs.

MUSIC

MUSC 100 Introduction to Music Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment. 3 Hrs.

MUSC 175 Voice Class Students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students. 1 Hr.

MUSC 200 From Jazz to Rock 'n Roll A survey of blues, jazz and rock 'n roll from the turn of the century to 1968. Importatn artists/composers will be studied and representative examples of the music will be experienced. 3 Hrs.

MUSC 355 Topics in Music History & Literature An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. 3 Hrs.

MUSC 207 Music in America A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. 3 Hrs.

APPLIED MUSIC

The designation for the individual instrument studies is indicated by the letter following the course number: (p) piano, (o) organ, (s) strings, (v) voice, (w) wind instrument, (g) guitar, (h) harp, (z) other instruments.

PRIVATE INSTRUCTION

Piano, organ, strings, voice, harp, guitar, or other instrument. The general aim of private instruction is development of all phases of performance: technique, style, musicianship, interpretation, and repertoire. Instructors are assigned by the chairman of the department, and students usually remain with the same instructor throughout the course of study. Students registered for two credits per term receive 60 minutes of individual instruction; students registered for one credit per term receive 30 minutes of individual instruction. Fees range from $75 to $150 per course.

MUSC 161 Private Instruction in Applied Music For non-music majors. One hour of daily practice required. May be repeated for credit. 1 Hr., 1 Hr. (Fall/Spring/Summer)

MUSC 161 Private Instruction in Applied Music For non-music majors. Two hours of daily practice required. May be repeated for credit. 2 Hrs., 2 Hrs. (Fall/Spring/Summer)

NATURAL SCIENCES

NSCI101 Issues in Science This course will present issues of current interest in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count toward any science or mathematics major. May be repeated for credit under different subtitles. 3 Hrs.

NURSING

NURS 205 Nutrition This course includes the basic principles of human nutrition as it applies to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability and safety are stressed as they relate to individuals and population groups. Open to all students. 3 Hrs.

NURS 302 Health Assessment This course focuses on the holistic assessment of healthy individuals. Selected experiences enable students to integrate knowledge and skills including observation, interview and physical examination. Prerequisite: BIOL 111 and BIOL 111 lab. 3 Hrs.

NURS 306 Introduction to Professional Nursing This introductory clinical course focuses on concepts relevant to professional nursing practice. Classroom theory and laboratory experiences lay the foundation for clinical experiences in selected settings. 6 Hrs.

NURS 350 Directed Study in Nursing This directed study is designed to encourage students to study a nursing topic of interest to the student and the profession. Contract objectives will be developed in consultation with a nursing faculty who will serve as mentor for the project. 1 or 2 Hrs.

NURS 304 Pharmacology This foundational course focuses on classifications, physiological actions, adverse effects and responses to medication therapy. Prerequisite/Co-requisite: BIOL 112 or permission of the instructor. Junior status. 3 Hrs.

NURS 310 Nursing: A Practice Discipline This non-clinical course focuses on the discipline of professional nursing. Concepts relevant to nursing are explored. Prerequisite: Registered Nurse student ready to apply to the nursing major or permission of the instructor. 3 Hrs.

NURS 330 Adult Nursing I This course focuses on the etiology, pathophysiology, collaborative and holistic nursing management of adults experiencing acute and chronic health problems. Students will use critical thinking to plan interventions appropriate to health care needs. Clinical practice takes place in acute care settings. Prerequisites: Junior status in the nursing major and PSYC 320. Corequisite: NURS 304. Nursing Liability Fee $10.00. 5 Hrs.

NURS 332 Adult Nursing II This course builds on Adult Nursing I and continues to focus on pathophysiology, collaborative and holistic nursing management of adults experiencing acute and chronic health problems. Clinical practice takes place in acute care and community settings. Prerequisites: NURS 330, NURS 304. Nursing Liability Fee $10.00. 5 Hrs.

NURS 334 Maternal & Newborn Nursing This course focuses on the needs of women, newborns, and their families during the childbearing phase of family development. Course content includes health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of community and acute care settings. Prerequisite or Corequisite: NURS 332. 5 Hrs.

NURS 336 Child Health Nursing This course focuses on the phenomenon of child rearing and the care of healthy and sick children within the context of family and community. Course content includes health promotion, disease prevention, and illness management. Clinical practice takes place in a variety of community and acute care settings. Prerequisite: NURS 334. Prerequisite or Corequisite: NURS 332. 5 Hrs.

NURS 354 Nursing Perspectives I This course focuses on professional nursing role development including an historical perspective and influences on current practice. Prerequisite: Junior status. 2 Hrs.

NURS 360 Topics in Nursing This course is designed to investigate a current topic or specialized area of nursing. The topics will vary from term to term and will provide the student with an opportunity to study a topic that is not offered on a regular basis in the curriculum. Open to all students. 3 Hrs.

NURS 400 Nursing Research In this writing-intensive course, students examine the research process through critical appraisal of existing nursing research. Analysis of previous studies guides teams of students in designing research projects aimed at the resolution of identified clinical nursing problems. Emphasis is on utilization of research findings to establish evidence-based nursing intervention. Co-requisite/Prerequisite: MATH 206. 3 Hrs.

NURS 401 Leadership in Nursing This course emphasizes management theory in health care delivery. Principles of management and changes within the health care system are related to nursing practice. Prerequisites: All 300-level nursing courses, or permission of the instructor. 3 Hrs.

NURS 402 Community Health Nursing This course examines nursing as part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are arranged with faculty.

NURS 403 Community Health Nursing This course examines nursing as part of the larger health care delivery system. Emphasis is on the identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are provided in a broad spectrum of community agencies. Prerequisite: NURS 408. 5 Hrs. (To begin SP 06)

NURS 408 Psychiatric Mental Health Nursing This course focuses on teaching strategies to promote mental health and manage responses to mental illness in all age groups. Students will utilize the nursing process in caring for mentally ill clients in both inpatient and outpatient settings. Prerequisite: Acceptance to the nursing major. 5 Hrs.

NURS 432 Health, Healing and Wholeness This is a course designed for the clinically experienced registered nurse who is spiritually motivated to help members of a local congregation or parish interconnect the body, mind, and spirit toward the goal of health and well being. 3 Hrs.

NURS 442 Complex Nursing Situations This clinical course focuses on analysis and synthesis of concepts from nursing and the physical, social and behavioral sciences. Students refine, broaden and expand their perspectives of nursing practice. Clinical experiences are arranged with faculty. Prerequisite: Registered Nurse, NURS 402. Prerequisite/Co-requisite: NURS 401. 6 Hrs.

NURS 454 Nursing Perspectives II This course focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: Senior status. 2 Hrs.

NURS 460 Independent Study in Nursing Independent investigation of a selected topic in nursing is accomplished through faculty mentorship. Directed readings culminate in a scholarly paper. May be repeated for credit. 1, 2, 3 Hrs.

NURS 498 Nursing Internship I This clinical internship focuses on the application of concepts from nursing and the physical, social and behavioral sciences to the clinical setting. This course fulfills the University internship requirement. Nursing Liability Fee: $10. Prerequisite: NURS 332, NURS 336. Prerequisite/co-requisite: NURS 401. 4 Hrs.

NURS 499 Nursing Internship II In this clinical internship course, students continue to refine, broaden and expand their perspectives of professional nursing practice. This course completes the University internship requirement. Nursing Liability Fee: $10. Prerequisite: NURS 498. 2-4 Hrs.

GRADUATE BUSINESS COURSES / MSN PROGRAM

BUSN 516 Foundations of Economics The application of microeconomic theory to managerial decision-making seeks to answer basic resource-allocation questions. The course is designed to provide the student with an ability to view resource-allocation problems within a framework of shareholder wealth maximization. Included are price and output decisions of the firm under various market conditions such as pure competition, monopoly, oligopoly and monopolistic competition. Pass/No Record grading with Pass = B or better. 3 Hrs.

BUSN 546 Fiscal Management in Non-Profit Organizations This course examines the principles of fiscal management in terms of financial and managerial accounting to provide an understanding of generating accounting reports, as well using these reports in decision making for managers in not-for-profit settings. Financial accounting concepts include financial statements, valuing assets/equity, costs of providing services and revenue sources. Managerial accounting concepts include operating and capital budgets, behavior of costs and use of accounting data to plan/implement/control activities of not-for-profit organizations. 3 Hrs.

BUSN 605 Law and Ethics This course will examine the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. 3 Hrs.

BUSN 610 The Management of Organizations This course focuses on the management of human behavior in work environments. It includes the development, design, operation and control of activities necessary to generate the goods and services of profit and nonprofit organizations, as well as considering the personal dynamics of individuals, groups and organizations. Major topics include motivation, stress, career process, leadership, decision making and conflict management. 3 Hrs.

GRADUATE NURSING COURSES

NURS 612 Theoretical Foundations of Nursing Practice This course focuses on the development and analysis of knowledge from nursing and related disciplines. Theory as a foundation for nursing practice and nursing research will be examined. 3 Hrs.

NURS 614 Issues in Advanced Practice Nursing This course is designed to foster a multidisciplinary approach to the resolution of health care issues. Practice, social, epidemiological, and environmental issues will be analyzed from the perspective of advanced practice nursing. 3 Hrs.

NURS 616 Health Care Administration This course examines fundamentals of health care administration includingconcepts of accounting, economics, finance, management, and marketing. Emphasis centers on integration of these topics into an expansive model to provide an underlying foundation for managers in health care settings. Prerequisites: BUSN502 and BUSN516. 3 Hrs.

NURS 624 Health Policy This course will focus on developing a comprehensive knowledge of how health policy is formulated, and how it impacts clinical practice and health care delivery. The use of the negotiation to influence the policy process will be discussed. 3 Hrs.

NURS 628 Health Care Informatics This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in health care organizations. A main focus is the use of computer applications to support clinical and administrative decision making. Since students taking this course are expected to use the Internet and the World Wide Web, students need: a computer with a browser that facilitates access to the World Wide Web, and an e-mail account. 3 Hrs.

NURS 630 Research Data Interpretation This course emphasizes interpretation of data collected through research. It examines types of data, slection of appropriate statistical procedures, use of statistical software, interpretation of statistical tests, and reporting of research findings. 3 Hrs.

NURS 632 Research Methods This course focuses on research methodology, critical analysis of studies, and the relationship among theory, research, and practice. Students will develop a study design to conduct clinically relevant research. Prerequisites: Statistics and computer literacy, and NURS612. 3 Hrs.

NURS 634 Health Care Practicum This practicum focuses on collaboration between nurses in leadership roles and other members of the interdisciplinary health team. Graduate nursing students, paired with preceptors, have the opportunity to participate in the leadership of health care organizations, thereby, synthesizing all learning from previous course work. Students analyze health care organizations in the broader context of community health delivery systems. Case studies are analyzed in seminars. A scholarly project is conducted, presented, and submitted for publication. Prerequisite: All other MSN required courses. 6 Hrs

NURS 680 Independent Study This course is designed to meet individual learning needs that build on current courses in the curriculum. May be repeated for credit. 1, 2, or 3 Hrs.

ORGANIZATIONAL COMMUNICATION

OCOM 207 Nonfiction Writing Expository writing based upon topics and readings to be assigned by the instructor. The student will be expected to write knowledgeable expository prose based upon thought, reading and research. Prerequisites: ENGL 101 and 102, or permission of the department. 3 Hrs. Students may elect this course as ENGL 207. (Fall, Spring, Summer)

OCOM 215 Business and Professional Speaking In this skills-based course, students learn to design and deliver effective oral presentations for speeches, meetings, training, and sales presentations. The course stresses extemporaneous delivery in informative and persuasive contexts, including the use of appropriate handouts and visual aids. Prerequisites: English 101 and 102. 3 Hrs.

OCOM 216 Business and Professional Writing In this skills-based course, students learn to design and deliver effective written messages, including memos, letters, reports, and manuals. The course stresses appropriate writing approaches, style, tone, document design, and use of illustrations in professional documents. Prerequisites: English 101 and 102. 3 Hrs.

OCOM 301 Film: Process & Product This course examines the creation and consumption of films. Students will evaluate how art, popular, documentary and/or corporate filmmakers use visual and structural methods such as editing, frame composition, and signs and codes to inform or move members of target audiences. The course covers themes relating to various aspects of organizational communication and culture. 3 Hrs.

OCOM 305 Organizational Communication This course is designed to explore the broad theories and applications of organizational and managerial communication and to develop critical skills to improve communication in business settings. Students will investigate communication flow and processes within organizational contexts, including: communication in management; work delegation; interpersonal relationships in the workplace; communication in small group contexts involving decision making, meetings and team building; conflict management; networking; sexual harassment and office politics. 3 Hrs.

OCOM 309 Communication Campaigns Communication campaigns are focused, large-scale efforts to exert social influence. This course deals with the planning, organization, implementation and valuation of various political, advertising, public relations and social campaigns. Students will analyze both classic and current communication campaigns as well as prepare and present their own campaign for a given organization, product, or issue. 3 Hrs.

OCOM 310 Communication in Management A study of the theory of how humans use linguistic and non-linguistic codes to establish, manage, and lead business relationships. The course includes outcome setting, dovetailing of outcomes with subordinates and superiors, increasing behavioral flexibility, and negotiating. 3 Hrs.

OCOM 312 Nonverbal Communication This course examines the various theories, research and applications of nonverbal communication in both personal and professional contexts. Areas to be studied include the following: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The above areas will be applied to the contexts of interpersonal relationships, the workplace, and cultural differences. 3 Hrs.

OCOM 317 Gender and the Workplace This course examines the theories and applications of gender studies in the context of the working relationships between women and men. Areas to be studied include: basic gender theories; conversational rituals; nonverbals and status; "when she's the boss" - women and authority, directness in work delegation; communication in meetings; and mixed group vs. same sex group interaction. 3 Hrs.

OCOM 320 Organization Development This course provides an overview of the field of organization development with an emphasis on the principles of human behavior in change efforts. Specific topics include organizational diagnosis, process consultation, and change management. Emerging issues in the field such as chaos theory are covered. 3 Hrs.

OCOM 322 Interpersonal Communication The study of communication as it affects the individual's interaction with other people in relationships. The course includes consideration of such concepts as self-concept analysis, perception, self-disclosure, gender roles in communication, nonverbal communication, listening behavior, dyadic interaction, interpersonal conflict, and intercultural communication. 3 Hrs.

OCOM 327 Intercultural Communication The examination of the relationship between communication and culture. Students will explore the challenges of global business environments, international organizations, and conducting business in international settings. **NOTE:** This course satisfies the International Issues requirement. 3 Hrs.

OCOM 330 Human Resource Development This course examines the role of strategic human resource management in coordinating and integrating strategic change across organizations. A dual emphasis is placed on both human resource management strategies such as staffing and retention, and on human development issues which include adult learning and motivation. 3 Hrs.

OCOM 332 Conflict Management This course examines the nature of conflict and the impact that conflict has on our professional lives. The focus of the course is on self-assessment and the effect that different styles of conflict management have on the parties involved. Specific strategies for managing conflict, including verbal and nonverbal communication, active listening, and negotiation are explored. 3 Hrs.

OCOM 335 Persuasion A study of classical and contemporary approaches to the study of messages designed to influence others, to increase understanding of how we persuade, how we are persuaded, and why so many persuasive attempts fail. Students will analyze persuasive appeals in a variety of contexts, such as interpersonal relationships, employee communications, marketing,advertising, nonprofit appeals, and political campaigns. 3 Hrs.

OCOM 340 Training and Consultation The purpose of this course is to enable students to better understand the role of consultants in providing services for a professional organization. The course examines various skill sets and strategies used for assessment, intervention, and evaluation. The specific topics covered include management development, team building, and organizational culture assessment. Each topic is approached from the perspectives of both the internal trainer and the external consultant. 3 Hrs.

OCOM 344 Group Dynamics and Team Building This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Areas to be considered include how individuals are forged into a group consciousness, the stages of group development, the dynamics of group interaction, productivity and satisfaction, team building techniques, leadership and other roles, the management of conflict, and decision making. 3 Hrs.

OCOM 350 Independent Study in Organizational Communication A program of directed readings or a re-search project. Requires ap--proval of the supervising professor and the department chairperson. Prerequisite: Core courses in the OCOM major. Open to senior organizational communication majors with a 3.0 GPA in the major. 1-3 Hrs.

OCOM 360 Topics in Organizational Communication Intensive consideration for a single topic in organizational communication. The topics and prerequisites for this course will vary depending on the topic and instructor. 3 Hrs.

OCOM 475 Communication Theory and Research The study of a variety of theories of communication as they frame questions and enable the discovery of answers. Theories range from basic conceptions of the communication process through interpersonal, public, and mass communication. These theories then provide the basis for the investigation of key questions concerning situations of communication, particularly in organizational contexts. Prerequisites: OCOM 215, 216, and 305; one course from each cluster, plus at least 9 hours of electives for OCOM. 3 Hrs.

OCOM 499 Capstone Project At the beginning of the semester in which students expect to graduate with a BA in Organizational Communication, students will submit a portfolio of their work in the OCOM program to the faculty. The portfolio is designed to demonstrate the scope and quality of students' work in the program up to this culminating semester. Students will then present their work before a jury of OCOM faculty approximately two to three weeks into the semester. The capstone project will be evaluated on a pass/fail basis. 1 Hr.

GRADUATE ORGANIZATIONAL COMMUNICATION COURSES

OCOM 602 Research Proseminar This course serves as an introduction to graduate study in Organizational Communication. A general overview of theories and concepts utilized in the field of Communication will provide students with a foundation for scholarly research. This course also provides a survey of research methods utilized in the social sciences, specifically, qualitative research methods which provide a fuller description and understanding of cultural phenomena implicit in organizational life. This is a writing and research intensive course. 3 Hrs.

OCOM 604 Theories of Organizational Communication This course examines various ways of conceptualizing communicative processes within complex organzations, including human relations approaches, systems approaches, cultural approaches, and critical approaches. These conceptual frameworks then guide analysis and evaluation of communication issues and events within specific organizations. 3 Hrs.

OCOM 610 Communication and Management This is a seminar in communication and management which explores the emerging management paradigm, contrasts it with traditional approaches, and explores the changing organizational communication issues. Topics will include: individual motivation, self-directed work teams, quality management, organizational structures, and strategic planning. 3 Hrs.

OCOM 612 Persuasion A study of classical and contemporary approaches to the study of messages designed to influence others, to increase understanding of how we persuade, how we are persuaded, and why so many persuasive attempts fail. Students will analyze persuasive appeals in a variety of contexts, such as interpersonal relationships, employee communications, marketing,advertising, nonprofit appeals, and political campaigns. 3 Hrs.

OCOM 614 Communication and Ethics in Organizational Contexts This course examines and analyzes individual, organizational, and societal ethics, particularly in relation to communication. A case-analysis method (including relevant ethical theories) will be used to approach ethical dilemmas on the individual and social policy levels. Students will be urged to explore and develop their views on right and wrong action, and on the good person, good life, and good community. 3 Hrs.

OCOM 615 Interpersonal Communication This course focuses on the study and application of communication theory in the context of interpersonal interactions, from business and professional associates to families and friends. Topics to be covered include language usage, nonverbal communication, listening, and conflict management. 3 Hrs.

OCOM 616 Small Group Communication The study of the form, process and function of small groups, with particular emphasis on work teams in the contemporary organization. 3 Hrs.

OCOM 617 Group Dynamics The study of the form, process and function of small groups, with particular emphasis on work teams in the contemporary organization. 3 Hrs.

OCOM 618 Gender and Diversity in Organizational Settings An examination of the role of communication in creating and maintaining stereotypical differences based on sex, sexual orientation, race and ethnicity in interpersonal relationships in organizational settings. 3 Hrs.

OCOM 619 Public Relations Public relations is the mutual process of representing an organization to its publics and these various publics to the organization. Whether for corporate or nonprofit organizations, whether at the international or entrepreneurial level, this complex and important liaison function provides vital communication. This course examines a range of public relations concepts, from routine internal and external connections to special events planning to crisis communication. 3 Hrs.

OCOM 620 Advanced Communication Theory A survey of advanced theories in the study of communication and of the leading scholars who have made important contributions to the field. Theories to be studied include: basic information theory; theories involving the creation of shared meaning; organizational communication; interpersonal and gender communication; group communication; mass communication involving mass media and media effects; and intercultural communication. Students will also explore how these theories can be applied to their everyday professional and personal interactions. 3 Hrs.

OCOM 621 Advertising Starting with an analysis of the growth of advertising and debates over the role of advertising in contemporary society, the course then moves to an examination of the processes involved in advertising, including selection of target audiences, the development and production of messages, and the selection of media. 3 Hrs.

OCOM 622 Intercultural Communication The study of intercultural communication is first and foremost a study of change the change we must make to interact successfully with people who are different from us, not only in language and nonverbal codes, but also in the deep structure of perception, beliefs, values and the cultural patterns of individualism, materialism, equality, and work. The purpose of this course is to assist you in acquiring the knowledge and skills necessary to be more effective in establishing rapport and achieving other responses you desire in your interactions with people from different cultures now and for the remainder of your professional and personal lives. 3 Hrs.

OCOM 625 Organizational Development This course provides an overview of organizational development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intragroup interventions as coaching, process consultation, teaming, sensitivity training, and behavior modeling. 3 Hrs.

OCOM 628 Topics in Organizational Communication This course will require Intensive consideration of a single topic in organizational communication. Topics and prerequisites will vary depending on the topic and instructor. 3 Hrs.

OCOM 630 Human Resource Development The purpose of this graduate seminar is to examine the role of human resource development (HRD) for contemporary organizations. This course will provide an integrative approach to examining human resource issues through a combination of lectures and class discussion, group projects, and experiential learning exercises. The course will have a dual focus: discussing the specific issues related to managing human resources, such as staffing, compensation, and diversity, and examining the impact of HRD efforts, such as training, needs analysis, and organization development, on organizational performance. 3 Hrs.

OCOM 632 Conflict Management and Negotiation The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, we will explore specific strategies for managing conflict that include verbal and nonverbal communication skills, negotiation, active listening, and emotionally intelligent reactions to conflict. Using a mix of instructor and student-led lectures, group exercises, and experiential learning activities, the goal of the course is to assist you in identifying and analyzing your conflict managment style and in developing an action plan for improving your negotiation skills and for managing conflict. 3 Hrs.

OCOM 633 G 001 Applied Research Methods in Organizational Settings The course focuses on planning and executing applied research in organizational settings. Research methodologies, experimental, quasi-experimental and non-experimental designs, and data analysis techniques will be discussed. Emphasizes real-world factors associated with the research process. Special topics include statistical analysis, basic versus applied research, technical writing, and the underlying assumptions that guide research efforts. 3 Hrs.

OCOM 635 Corporate Culture What kinds of influences give an organizational culture its unique personality? What kinds of behaviors and rituals tell you so? Students of corporate culture will employ ethnographic research and writing techniques to describe and examine corporate environments with a view toward better understanding human behavior in organizations. Students will study the qualitative research methodology of ethnography with a view to applying ethnographic research and writing techniques to the task of describing organizational cultures. 3 Hrs.

OCOM 636 Management Consulting The purpose of this course is to examine the theoretical models and concepts of consulting and training in organizational settings, with an emphasis on applied practice. It will provide a survey of the literature related to the models and skills necessary for developing and maintaining effective client engagements. The course will emphasize the roles of both internal trainers and external consultants. Working in teams, students will be responsible for initiating client engagements and providing various consulting and training based on the needs of the host organization. 3 Hrs.

OCOM 650 Independent Study A program of directed readings and a research project. Requires approval of the supervising professor and department chair. 3 Hrs.

OCOM 665 International Experience During this course, students participate in a “hands-on” exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America, or North America, with particular attention to the effect of the communication culture on organizations. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. 3 Hrs.

OCOM 675 Capstone Seminar in Organizational Communication This is the capstone course of the program. The course requires, through intensive case study, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project is required. Prerequisites: OCOM 602, OCOM 604, one course from each of the three clusters, and at least 9 hours of electives. 6 Hrs.

PHILOSOPHY

PHIL 203 Introduction to Philosophy Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. 3 Hrs.

PHIL 204 Introduction to Logic A study of the major forms of reasoning: deductive, inductive, and explanatory - used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. 3 Hrs.

PHIL 207 Ethics Study of the theories and writers in moral philosophy; practical questions considered in the context of major questions of good, duty, right; consideration of problems in social ethics; and the critical analysis of contemporary moral problems. A student may not receive credit for both PHIL 207 and LLRN 410 without the prior approval of the department chair. 3 Hrs.

PHIL 305 Medical Ethics An investigation of the major ethical dilemmas arising with the life sciences. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigate are abortion, death and dying, patient rights and justice inthe allocation of medical resources. 3 Hrs.

POLITICAL SCIENCE

POLS 101 Contemporary Political Questions This course provides an introduction to the basic questions and approaches to the study of politics. It examines basic concepts and ideas of political discourse such as power, security, legitimacy, leadership, social structure, inequality, political institutions, and collective action. A central theme of the course will be: "What is the best political society?" Case studies, novels, and videos will be used to relate concepts and ideas to current political issues. 3 Hrs.

POLS 201 American Politics Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; political parties and pressure groups as actors in politics; conservatism and liberalism as motivating philosophies. 3 Hrs.

POLS 250 Introduction to Comparative Politics Introduction to comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country-specific political institutions, practices, and policies. **NOTE:** This course satisfies the International Issues requirement. 3 Hrs.

POLS 270 Introduction to World Politics Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations, and human rights. ECON 203 recommended. **NOTE:** This course satisfies the International Issues requirement. 3 Hrs.

POLS 300 Current Topics in Political Science The study of selected approaches to the study of political activity or specialized topics of contemporary political science research. Possible topics include political psychology, political economics, and political fiction. Topics to be announced the term prior to offering. 3 Hrs.

POLS 301 European Politics Comparative analysis of political culture, institutions and behavior in selected modern European nations; emphasis on the United Kingdom, France, Germany and Italy. Examination of the role of the European Union in shaping modern Europe. Prerequisite: POLS 250 or permission of instructor. 3 Hrs.

POLS 303 Latin American Politics This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanations for political and economic development in the region. The course will focus on issues such as the emergence of democratic rule, efforts to create political stability, and how issues such as poverty and development affects the political process in the region. Country emphasis will vary. Prerequisite: Political Science 250 or permission of the instructor. 3 Hrs.

POLS 305 China, Japan, Korea Introduction to the contemporary politics and societies of China, Japan, and the Koreas. Emphasis on their historical development, political-economy and role in regional and international systems. Pre-requisite: POLS 250 or permission of the instructor. 3 Hrs.

POLS 306 Politics of Developing Countries Introduction to the processes of political development and change, and to problems confronting developmental efforts of an emerging nation; emphasis on selected African, Asian and Latin American nations. Prerequisite: POLS 250 or permission of the instructor. 3 Hrs.

POLS 313 Constitutional Law and Judicial System Examines major decisions by the United States Supreme Court in the areas of legislative and executive power, commerce, civil rights and civil liberties. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal argument and judicial decision-making. Participation in moot court exercises required. Prerequisite: POLS 201 and sophomore standing, or permission of instructor. 3 Hrs.

POLS 315 Congress and the Presidency Examination of the structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making, and policy outcomes. Prerequisite: POLS 201 or permission of the instructor. 3 Hrs.

POLS 320 Ethnic, Minority and Gender Politics An examination of the struggle for political, social and economic rights on the part of ethnic minorities, religious minorities, and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. Groups examined include African-Americans, Latinos, Asians, Native Americans, Jews, and women. 3 Hrs.

POLS 326 Contemporary American Foreign Policy Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy-making process and the rationale, content, and impact of contemporary American international actions and policies. Prerequisites: HIST 204 or permission of instructor. **NOTE:** This course satisfies the International Issues requirement. 3 Hrs.

POLS 335 Social and Political Thought Examination, comparison and evaluation of major past and contemporary political thinkers, their ideas and impact upon society. 3 Hrs.

POLS 340 Environmental Politics This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. A look at the historical evolution of environmental issues, the extent of an environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air quality (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. 3 Hrs.

POLS 425 Contemporary Chinese Politics Analysis of the domestic and foreign politics of the People's Republic of China. Emphasis on modernization and political change. Prerequisite: POLS 250 or permission of instructor. 3 Hrs.

POLS 460 Major Issues In Politics In-depth examination of a major issue through readings, major writing assignments and class discussion. Topics vary based on faculty and student interest. Possible topics include democracy, nationalism, religion and politics, women in politics, revolution, development, the world system, environmental law, international political economy, state and society. Prerequisite: junior standing and 12 credit hours in politicalscience, or permission of the instructor. 3 Hrs.

PSYCHOLOGY

PSYC 201 General Psychology Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. 3 Hrs. (Fall, Spring, Summer)

PSYC 201L Laboratory in General Psychology Introduction to techniques and procedures in psychological research. Students will conduct research in areas including learning, development, cognition, personality, perception, and social behavior. This course must be taken either concurrently with or following the completion of PSYC 201. (1 hour)

PSYC 205 Applied General Psychology Survey of the field of psychology emphasizing the application of scientific investigations in the area of behavior. Open to ISYS students only. 3 Hrs.

PSYC 302 Psychology of Personality Survey of selected theories of personality and principles of personality development. Prerequisite: PSYC 201. 3 Hrs.

PSYC 303 Social Psychology Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception, and the behavior of the individual in groups. Prerequisite: PSYC 201. 3 Hrs. (alt. Fall)

PSYC 303 Experimental Social Psychology Application of experimental methods to problems of social psychology such as attitude change, conformity, and leadership. Special problems of research design and techniques peculiar to the area of social psychology are considered. Three hours laboratory per week. Prerequisite: PSYC 303. 1 Hr.

PSYC 304 Abnormal Psychology A study of the deviant individual from both the dynamic and behavioral viewpoints. The diagnosis, etiology, treatment, and prevention of maladaptive behavior are considered. Prerequisite: PSYC 201. 3 Hrs. (Spring)

PSYC 305 Introduction to Counseling An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic, and existential approaches to therapy. Individual, group, and family therapies will be discussed. Prerequisite: PSYC 201 and either PSYC 302 or 304. 3 Hrs. (alt. Fall)

PSYC 306 Experimental Methods of Psychology Application of experimental methods to problems in perception, learning, and social behavior. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course must be taken concurrently with PSYC 306L. Prerequisite: MATH 206. 3 Hrs. (alt. Fall)

PSYC 306 Laboratory in Experimental Psychology Study of techniques and procedures of psychological research and conducting of experiments in learning, perception, sensory processes, motivation, and social behavior. Three hours laboratory per week. This course must be taken concurrently with PSYC 306. 1 Hr. (alt. Fall)

PSYC 308 The Exceptional Child Study of the psychological problems of children who deviate from normative patterns of growth and development. Prerequisite: PSYC 320 or permission of the instructor. Prerequisite: PSYC 201. 3 Hrs.

PSYC 311 Psychological Tests Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. Prerequisite: PSYC 201 and MATH 206. 3 Hrs.

PSYC 312 Sensation and Perception An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions, and psychophysical methods are among the topics discussed. Prerequisite: PSYC 201. 3 Hrs.

PSYC 314 Psychology of Learning Survey of empirical findings on respondent and operant conditioning, and on human verbal learning with consideration of research methods and design; critical examination of historical and contemporary learning theory. Prerequisite: PSYC 201. 3 Hrs. (alt. Spring)

PSYC 315 Laboratory in Conditioning and Learning Conducting experiments in respondent and operant conditioning and in human verbal learning. Prerequisite/Co-requisite: PSYC 314. Three hours laboratory per week. 1 Hr.

PSYC 316 Cognitive Psychology Scientific study of mental processes involved in the acquisition, storage, retrieval, and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language, and problem solving. Prerequisite: PSYC 201. 3 Hrs.

PSYC 320 Developmental Psychology An introduction to developmental processes from conception to old age. The emphasis in the course is on developmental principles, theoretical views, and recent research. 3 Hrs. Prerequisite: PSYC 201. (Fall, Summer)

PSYC 330 Psychology of Adulthood and Aging This course will provide an examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis will be placed on theories and processes underlying continuity and change with age. Field trips to a nursing home will augment class lectures and serve as a basis for discussion of new issues in applied research and service provision for older persons. Prerequisite: PSYC 201. 3 Hrs.

PSYC 340 Forensic Psychology The study of the interface between psychology and law emphasizing the application of scientific knowledge to the public sphere. The field includes the study of the cognitive behavioral dynamics of juries, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, the insanity defense, and legal competence. Prerequisite: Psychology 201. 3 Hrs.

PSYC 352 Topics in Psychology Intensive consideration of a problem in psychology. The topic for the course will vary from term to term. May be repeated with different subtitles. Prerequisites: PSYC 201 and Sophomore status or above. 3 Hrs.

PSYC 400 Advanced General Psychology I A restudy and synthesis of basic psychological principles. Prerequisites: 21 hours of psychology courses and senior status. 2 Hrs. (alt. Fall)

PSYC 401 Advanced General Psychology II Consideration of the major areas of psychology from classical positions through contemporary viewpoints. Prerequisite: PSYC 400. 3 Hrs. (alt. Spring)

PSYC 404 Psychopathology in Childhood and Adolescence An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. These disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental, and the biological. Prerequisites: PSYC201, 304 and either 302 or 305 or permission of the instructor. PSYC320 is strongly recommended. 3 Hrs.

PSYC 412 Physiological Psychology Introduction to the nervous system and internal environment and their effect upon behavior. Normal and abnormal conditions discussed with respect to sensation, learning, emotion, and motivation. Prerequisite: PSYC 201. 3 Hrs. (alt. Spring)

PSYC 421 Organizational Behavior An examination of he behavioral aspects of organizations within our society. Specific topics include the interrelationships between individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: PSYC 201. 3 Hrs.

PSYC 449, 450 Independent Research Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation, and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisites: Permission of the department; also, PSYC 449 is prerequisite to PSYC 450. 1 Hr., 3 Hrs.

PSYC 452 Directed Readings in Psychology Independent investigation of a topic through a program of directed readings; oral examination conducted by department members. Admission by permission of instructor. May be repeated. 1, 2, or 3 Hrs.

RELIGION

RELG 105 Introduction to the Study of Religion An introduction to religious thought and experience including sociology of religion, history of the Christian Church, theology, ethics, and comparative religions. 3 Hrs.

RELG 205 The Old Testament (Hebrew Scriptures) Introduction to the nature of the biblical writings and to methods of Bible study. The history, literature, and faith of the people in Israel as seen in the Old Testament. 3 Hrs. (Fall, Summer)

RELG 206 The New Testament The history, literature, and faith of the early Christian community as seen in the New Testament. Students intending to take six hours in Bible should enroll in 205 prior to RELG 206. 3 Hrs.

RELG 210 Introduction to World Religions A study of the religions of the world, including prehistoric beginnings. Study will include religions indigenous to North America, Africa, India, China, Japan and the Middle East. Major emphasis will be on Judaism, Christianity, and Islam as religions of the West; and Buddhism, Hinduism, and Taoism as religions of the East. **NOTE:** This course satisfies the International Issues requirement. 3 Hrs.

RELG 310 The Book of Revelation and Apocalyptic Thought An examination of the origin and meaning of apocalypticism, particularly the New Testament apocalypse, the book of Revelation. Students will also study the influence of apocalypticism in English literature and on contemporary life and thought as reflected in political movements (communism, for example), popular songs and films, television evangelism, and current religious thought. No prerequisite, although a course in the New Testament would be helpful. 3 Hrs.

RELG 345 Religion in America Historical analysis of American leaders and movements in religion, with special attention to continuing social and theological problems. Students may elect this course as HIST 345. 3 Hrs.

RELG 349 Topics in Religion Concentrated study of a particular person or issue in the field of religion. Topics as proposed will be chosen by the department and approved by the Educational Programs and Curriculum Committee to supplement regular offerings and to cover specialized problems. Course may be repeated for credit with different subtitles. 3 Hrs.

SOCIOLOGY

SOCI 203 Principles of Sociology Basic concepts and principles of sociology; relationships and meaning of culture, society, personality, and interaction; analysis of group structure and social organization. 3 Hrs. (Fall, Spring, Summer)

SOCI 250 Social Issues and Problems A sociological consideration of critical issues in contemporary society relating to individual deviation, social disorganization and social change; emphasis on causal factors, societal response, and proposed solutions. 3 Hrs.

SOCI 304 Marriage and Family A study of the family as a social institution; types of family life; changing familial roles in contemporary society. 3 Hrs.

SOCI 308 Individual in Society Study of the various social agents and processes that act on the individual throughout life to mold behavior into socially approved patterns. Focus on American society and the influence of the family, the media, the school, the peer group, and the workplace on individual behavior. Examines the processes of socialization as they are affected by sex, race, and social class. 3 Hrs.

SOCI 316 Women in Society An analysis of the female in regard to sex-role stereotyping through an examination of the status of women, cross-cultural role differences and the dynamics of socialization. 3 Hrs.

SOCI 340 Social Inequality An examination of systems of social stratification; theoretical perspectives on stratification and differentiation; the interaction of class and status; consequences of class differences in modern America. 3 Hrs.

SOCI 345 Racial and Ethnic Minorities Analysis of majority-minority group relations and social processes. Study of origins and consequences of prejudice. Focuses on experience of ethnic and racial minority groups in American culture. 3 Hrs.

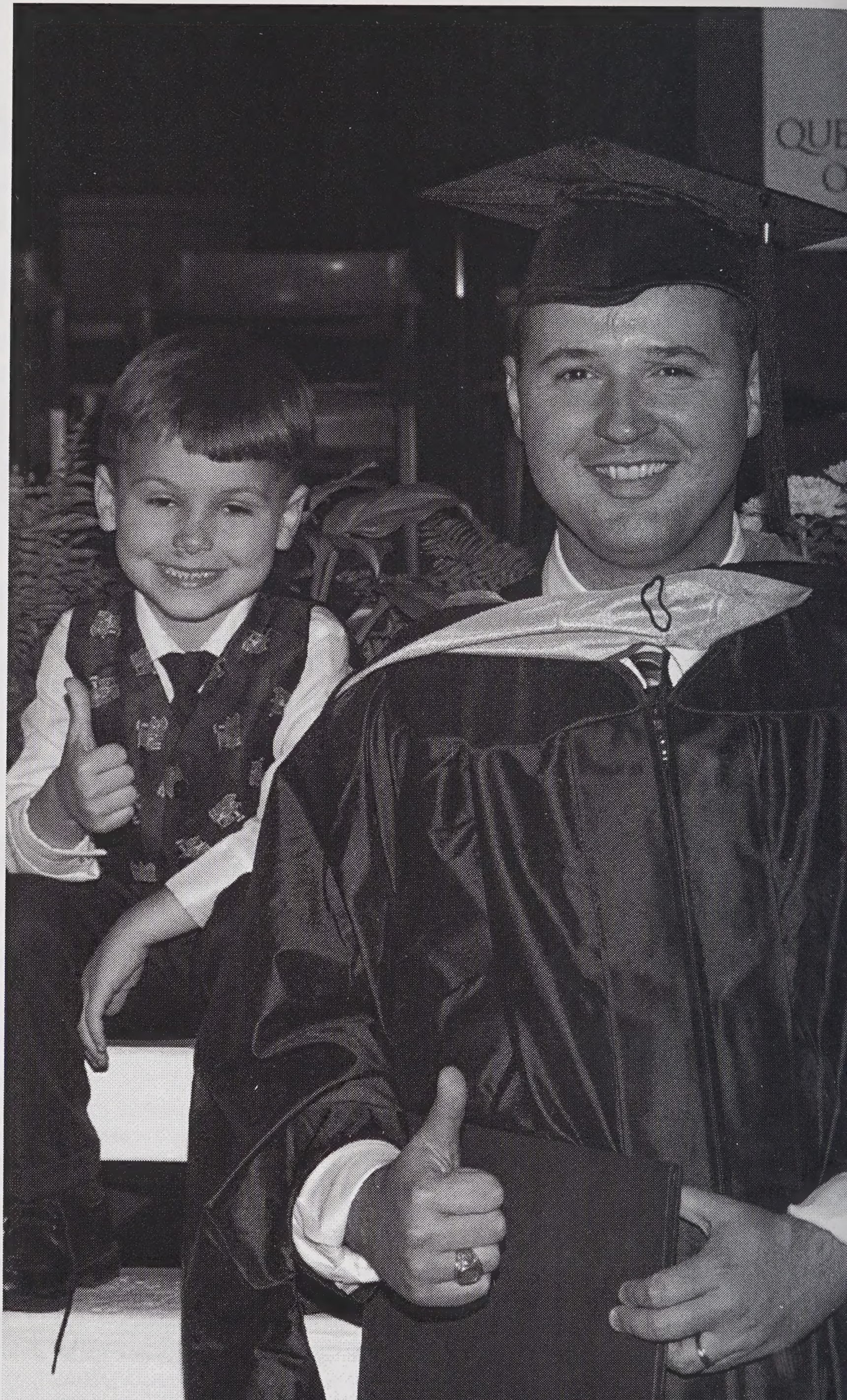
SOCI 350 Topics in Sociology and Anthropology Investigation of a single topic or area in sociology or anthropology. The topic may vary from term to term. May be taken more than once with different subtitles. 3 Hrs.

SOCI 425 Urban Sociology A study of the genesis, growth and spatial patterns of cities, including an analysis of the distribution and function of metropolises from an ecological perspective. Attention is also given to contemporary urban problems. 3 Hrs.

SPANISH

SPAN 101 Elementary Spanish I Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. 3 Hrs.

SPAN 102 Elementary Spanish II Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. 3 Hrs.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* HA = honorary alumnus

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Parker Norman Call '68
president-elect
Erwin Heeseman Williams '70
first vice president (reunions)
Kathleen Casey HC '99
first vice president-elect
Ann Hinson '72
secretary
Joe Ficarrotta '93
annual fund chair
Betty Simpson Smith '67
annual fund chair-elect
Roxana Mebane Atwood '58
planned giving chair

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Robert Burwell, 1857–1872
Robert Hett Chapman, 1872–1875
Stephen Taylor Martin, 1875–1878
William Robert Atkinson, 1878–1891
Lily W. Long, 1891–1899
James R. Bridges, 1899–1911
John Livy Caldwell, 1911–1916
James R. Bridges, acting, 1916–1917
Henry Clay Evans, 1917–1918
William Anderson, acting, 1918–1921
William Henry Frazer, 1921–1939
Hunter Bryson Blakely, 1939–1950
McAlister Carson, acting, 1950–1951
Charlton Coney Jernigan, 1951–1953
Herschel Hill Everett, acting, 1953–1954
Edwin Ruthven Walker, 1954–1965; acting, 1965–1967
John Edwin Smylie, 1967–1974
Alfred O. Canon, 1974–1977
Billy O. Wireman, 1978–2002
Pamela S. Lewis, 2002-present

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Tamara Burrell, Executive Assistant to the President and Assistant Secretary to the Board of Trustees
Margie Mullis, Administrative Assistant President's Office
J. Diane Mowrey, University Chaplain and Associate Professor of Religion

Office Academic Affairs

J. Norris Frederick, Vice President for Academic Affairs and Associate Professor of Philosophy
Bonnie M. Stoffel, Assistant to the Vice President and Director of Institutional Research
Anne Ashworth, Administrative Assistant
Jenny Matz '99, Coordinator of MFA Program

Athletics

Jeannie King, Athletic Director
Chrystle L. Baker, Women's Volleyball Coach and Instructor of Physical Education
Kristina Wojieck, Assistant Coach, Women's Volleyball

Johnathan Brabson, Women's Soccer Coach
Jennifer LeBar, Assistant Coach, Women's Soccer
Fred Norchi, Men's Soccer Coach
Chad Henson, Assistant Coach, Men's Soccer
Scott Handback, Women's Tennis Coach
Charles Gordon, Men's Tennis Coach
Adrian Ochoa, Interim Women's Softball Coach
Jason Cline, Assistant Coach, Women's Softball
Laura Covington, Women's Golf Coach
Beth Gattuso, Women's Basketball Coach and Cross Country & Track Coach
Michael Bell, Assistant Coach, Cross Country
Brian Good, Men's Basketball Coach
Brian Kusnierz, Assistant Coach, Men's Basketball
Kevin Cooke, Women's Lacrosse Coach
Danielle Cloutier, Assistant Coach, Women's Lacrosse
Jim Fritz, Men's Lacrosse Coach
Taylor Wray, Assistant Coach, Men's Lacrosse
Lakia Morton, Administrative Assistant
Vacant, Athletic Trainer

College of Arts & Sciences

Dr. Betty J. Powell, Dean of the College of Arts & Sciences and Associate Professor of English
Melanie Cashio, Coordinator
Autumn Kennedy, Coordinator of Academic Advising
Vacant, Administrative Assistant

Office of Enrollment Management

Brian Ralph, Vice President of Enrollment Management
Eileen T. Dills, Associate Vice President of Enrollment Management

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Will Lee, Director of CAS Admissions
Judy Johnson, Associate Director for Operations & Data Management
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Cameron Gadd, Admissions Counselor
Jody Goellner, Assistant Director of Admissions
Ginny Wagg, Assistant Director of Admissions
Lynn Danks, Data Communications Coord.
Sandy Gren, Admissions Assistant
Vacant, Admissions Counselor

Office of Student Financial Services

Lauren Mack, Director, Student Financial Services
Cyndi Walkup, Loan Counselor
Sue Honeycutt, Student Financial Services Coordinator

Office of Student Life

John P. Downey, Dean
Tim Loftus, Director of Student Activities
Leigh Davis, Assistant Director of Student Activities
Vacant, Assistant Director of Student Activities
Vanessa Infanzon, Coordinator of Special Projects
Thom Shepard, Director of Residence Life
Amber Perrell, Assistant Director of Residence Life
J. J. Evans, Assistant Director of Residence Life

Health and Wellness Services and Student Counseling Services

Alice Chamberain, Director and Nurse
Mark Perkins, Counselor
Harold Hutchinson, Counselor
Vacant, Wellness Coordinator
Betty Davis, Housekeeper

Campus Police

Johnnie Ravenell, Chief
Ralph Jetton, Assistant Chief
Ronnie Hersey, Police Officer
Wesley Wilson, Police Officer
Pamela Brandon, Communications Clerk
Margaret Jetton, Communications Clerk

Continuing Education

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Kerry Beard, Financial Planner Program Coordinator
Neil Allen, Administrative Assistant
Joli Lloyd, Administrative Assistant

Everett Library

Carol Jordan, Director
Lew Herman, Reference Services Librarian
John Norris, Systems & Instruction Librarian
Sally Schulte, Technical Services Librarian
David Mayo, Theological Studies Specialist
Vacant, Serials & I.L.L. Specialist
Beth Martin, Public Services Coordinator
Juan Rios, Late-Night Public Services Coordinator
Colleen Turnage, Cataloging Specialist
Carolyn Patterson, Circulation, Acquisitions & Collection Management Specialist
Winnie Bryce, Patron Services Specialist

Faculty Administrative Assistants

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Hayworth College

Darrel L. Miller, Dean of Hayworth College and Graduate Programs, and Assistant Professor of Business
Kevin Butler, Director of Academic Affairs
Ann Duplessis, Director of Enrollment Management and Program Development
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Andre Vanneste, Admissions Counselor
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John Belk International Program

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Karen Geiger, Associate Dean & Director of Executive Education
Marcia Stefan, Assistant Dean
Barbara Wilson, Administrative Assistant to Dean
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Nelia Van Goor, Executive Education Program Coordinator
Christa N. Brunow, Assistant Director/Director of Admissions McColl EMBA
Anne Stokes Bowman, Program Coordinator EMBA
Robert L. Finley, Director of PMBA and Dana Professor of Business Administration & Economics
Robert Mobley, Director of PMBA Admissions
Laura Miller, Coordinator of Administrative Services
Kelia Moore, Assistant Director of PMBA Admissions

Executives in Residence

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Frank Gentry
Harriet Sanford
Terry Broderick
Dana Rader

Office of the Registrar

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Facilities

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Marsha Ellison, Facility Coordinator

Facilities Rentals & Conferences

Amanda Talero, Event Coordinator

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Perry Blickenstaff, Director of Accounting
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Connie Berry, Cashier and Collections Bookkeeper
Sally Stein, Accounts Payable Bookkeeper
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Human Resources

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Sandy Kumm, Administrative Assistant

Grounds

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FACULTY 2004-2005

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HONOR CODE VIOLATIONS

The process is triggered by an allegation that a student violated the Honor Code. The allegation may come from a faculty member or a student. The faculty member may contact the implicated student and make grade determinations, but may NOT sanction student officially. The official process begins when the faculty member or implicated student contacts the Dean of Hayworth College (HC), who appoints HC Director of Academic Affairs to gather information. HC Director of Academic Affairs contacts the student to inform of him/her of the allegation and requests a response. The Director also contacts the faculty member for a written statement.

At this point, if the student denies the claim and the faculty member does not have sufficient evidence, no further follow-up is undertaken. On the other hand, if the student admits the violation to the honor code, sanctions (listed below) are determined by the HC Hearing Board. However, if the student denies the allegation, but there is sufficient evidence, the HC Hearing Board in convened.

The Hearing Board is composed of three members appointed annually by the Chair of HC Student Qualifications Committee (SQC). The three members are a faculty member from HC - SQC, a student from the HC Ambassadors list, and an administrator, preferably the Registrar or the HC Academic Advisor. At the hearing, both faculty member and student are invited to attend and respond to questions. Witnesses may attend and respond to questions. The student may bring one [silent] support person. No legal council may be present.

Sanctions are determined by the Hearing Board.

Options are as follows:

(1) Formal, written reprimand – with/without recommendation for faculty to assign "F"
(2) Probation with/without recommendation for faculty to assign "F"
(3) Suspension from Queens for one or more courses and/or one or more terms
(4) Expulsion from Queens [permanent].
(5) Other as deemed appropriate.

Records of sanctions are kept by HC Academic Advisor. No tuition or fees are refunded.

The appeals process may be initiated by the faculty member or student with a written statement. Written appeals are reviewed by HC Dean, who makes a final determination.

The process from allegation to hearing will be accomplished within **ONE WEEK.**

Title II of the Higher Education Act
Federal Report Information

Federal Law requires that all teacher education programs report the following information:

Queens Teacher Education Program Information

1. Total number of students enrolled during 2002-2003 academic year in all teacher preparation programs: 140

2. Number of student teachers during academic year 2002-2003: 13

3. Number of supervising faculty who were:
   - Appointed full-time faculty in professional education: 1
   - Appointed part-time faculty in professional education, not otherwise employed by the institution: 1
   - Total number of supervising faculty for the teacher preparation program during 2002-2003: 2

4. The student/faculty ratio for student teaching: 6.5

5. Average number of hours per week required of student participation in supervised student teaching: 40
   Total number of weeks of supervised student teaching required is 13.
   Total number of hours required is 520 hours.

All Queens University of Charlotte Teacher Preparation Programs are approved by the National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction.

Queens University of Charlotte PRAXIS II pass rates for the cohort 2002-2003 academic year

Required Test	**# Testees**	**# Passed**	**Queens % Passes**	***NC % Passes**
Elementary Education	46	46	100%	98%
English (9-12)	2	**	**	94%
Social Studies	2	**	**	88%
Spanish (K-12)	1	**	**	82%
Total	26	25	96%	96%

**pass rate for North Carolina*

*** to protect confidentiality of student records, pass rates based on fewer than ten test takers are not printed*

In keeping with Queens University of Charlotte's liberal arts focus, undergraduate elementary education majors complete two planned teaching specialty areas among the following: Language Arts, Science, Social Studies, Mathematics, and Psychology. Undergraduate students pursuing secondary license fulfill the requirements for an academic major in Biology, English, History, Mathematics, Social Studies, French or Spanish. They complete the required education coursework as a concentration. All undergraduate students seeking licensure student teach during the last semester of their senior year.

In addition to the undergraduate program, Queens University of Charlotte offers a Masters of Arts in Teaching (MAT), a Masters of Education in Literacy (M.Ed.), and secondary licensure in selected academic areas. Please see the Undergraduate Catalog or the Hayworth Catalog for additional information.

On both the undergraduate and graduate level, students and professors have close professional relationships. Classes are small; assignments are authentic; technology integration is part of every methods course. All education programs at Queens require early and frequent field experience in a variety of classrooms in Charlotte Mecklenburg Schools (CMS). Because of the excellence of Queens' reputation, all licensed teachers are currently offered contracts in CMS. Evidence of Queens' mission, "to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community," is apparent in all education programs.

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